

THE CHILD AND HIS SPELLING

W·A·COOK AND M·V·O'SHEA

CHILDHOOD AND YOUTH SERIES

Cornell University Library

BOUGHT WITH THE INCOME OF THE

SAGE ENDOWMENT FUND

THE GIFT OF

Henry W. Sage

1891

A.35-B905

13/vi/16

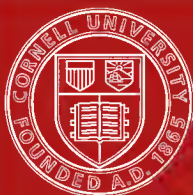
9306

Cornell University Library
arV15995

The child and his spelling:



3 1924 031 717 964
olin,anx



Cornell University
Library

The original of this book is in
the Cornell University Library.

There are no known copyright restrictions in
the United States on the use of the text.

THE CHILD AND HIS
SPELLING

THE CHILD AND HIS SPELLING

AN INVESTIGATION OF THE PSYCHOLOGY
OF SPELLING, INDIVIDUAL AND SEX DIFFERENCES IN SPELLING
ABILITIES AND NEEDS, THE CHARACTER AND RANGE OF
THE SPELLING VOCABULARY, AND THE PRACTICAL
PROBLEMS OF TEACHING SPELLING

By

W. A. COOK

Of the University of Colorado

and

M. V. O'SHEA

Of the University of Wisconsin

CHILDHOOD AND YOUTH SERIES

EDITED BY M. V. O'SHEA

INDIANAPOLIS
THE BOBBS-MERRILL COMPANY
PUBLISHERS

COPYRIGHT 1914
THE BOBBS-MERRILL COMPANY

PRESS OF
BRAUNWORTH & CO.,
BOOKBINDERS AND PRINTERS
BROOKLYN, N. Y.

TABLE OF CONTENTS

PART I

LEARNING TO SPELL

CHAPTER	PAGE
I INTRODUCTION	1
Present-day interest in spelling—Conflicting opinions and counsel—The reason for differences of opinion—Why pupils find spelling hard and uninteresting—The purpose and scope of the present volume—The spelling vocabulary.	
II RULES FOR SPELLING	10
Present opinion and practise—Material used for the test—The persons tested—Conscious versus unconscious functioning of a rule—Rule on ie-ei, final e, final y, final consonant, final ie—The function of the ie-ei rule—Value of rule on final e—Value of rule on final y—Value of rule for final consonant—Value of rule for final ie—Students' attitude toward rules.	
III SOURCES AND CAUSES OF ERRORS	23
Need of determining causes of errors—Prevalence of chance errors—Slips of the pen—Treatment of lapses—Is there a critical point in a word?—Crucial points often not covered by rules—Mispronunciation as a cause of error—Analogies in spelling—Obscure or elided vowels—Doubling letters—Types of letters—Syllabication—Directing attention to the crucial point in each word.	
IV THE LIFE HISTORY OF CERTAIN SPELLINGS . . .	48
Words assigned in experiments—Methods of presentation and study—Methods of recitation—Methods of correction—Capacity for improvement—Learning and retaining—Persistence of errors—An apparent exception to the rule of persistence—Why errors persist—The life history of certain words—Errors eliminated one at a time—Four stages in word mastery—When is a word mastered?	

TABLE OF CONTENTS

CHAPTER	PAGE
V COLUMN VERSUS CONTEXTUAL SPELLING	74
Material and subjects—Difficulties of the plan—Two methods of measuring loss by transfer—The conventional conclusion—Genuine dynamic spelling—Dispersion of attention—Relative automatism in spelling—Automatic execution of the literal elements—Oral spelling first—Automatic control of larger units—Universality of the principle—Lack of transfer unavoidable—Conclusion.	
VI METHODS OF PRESENTATION	94
Variance of opinions—Plan of the work—Four types of presentation—Effectiveness of the training—Comparison of methods—Processes in graphic and oral spelling—Advantages of each method—Showing a pupil his error.	
VII SPELLING EFFICIENCY AND COMPOSITION	104
Plan of the work—The data gathered—Organization of ideas—The spelling conscience—Attention to technique—Rapidity of writing—The results summarized.	
VIII SOME SPECIAL FACTORS IN SPELLING	112
Learning to read in relation to learning to spell—Fear of making errors—Seeing and hearing mistakes—Can one reason out a spelling?—Auditory and visual types—No pure types—Dominant type of error—Syllabication as an aid—Traits that make good spellers.	

PART II

THE SPELLING VOCABULARY

IX POPULAR VIEWS OF SPELLING NEEDS	125
Present theory and practise—Purpose of spelling—Immediate versus ultimate values in spelling—Pruning word lists—Reasons for opposition to curtailment of vocabulary.	
X DETERMINING THE WRITTEN VOCABULARY OF TYPICAL AMERICANS	135
An experimental study of spelling needs—Ayres' study of spelling vocabularies—How to	

TABLE OF CONTENTS

CHAPTER	PAGE
find the needs of the "common people"—Declining importance of spelling—No imminent danger of hampering the child.	
XI SOURCES AND CHARACTER OF DATA	144
Sources of data—No consideration of test lists—Rules of procedure—The arrangement of words.	
XII WORD LISTS DERIVED FROM CORRESPONDENCE . . .	156
The method of classifying data—Words used by all the correspondents—Words used by a majority of the correspondents—Words used by less than a majority of the correspondents—Proper names in the correspondence—Separate tabulation of foreign terms.	
XIII SPELLING TEXTS AND SPELLING NEEDS	225
Vocabularies of spelling-books—Relation of vocabularies of spellers and correspondents—Limitations of any speller—Individual writing vocabularies—Vocabularies in family and other correspondence—Sex differences in spelling vocabulary—Relation of time economy to spelling needs—The words that do the work.	
XIV RÉSUMÉ AND CONCLUSIONS	246
APPENDIX—WORDS USED SPONTANEOUSLY BY PUPILS .	257
REFERENCES FOR FURTHER READING	267
INDEX	275

THE CHILD AND HIS
SPELLING

PART I

LEARNING TO SPELL

THE CHILD AND HIS SPELLING

CHAPTER I

INTRODUCTION

IF one may judge by what one reads in the newspapers and magazines, the subject in the schools of chief interest to the layman to-day is spelling. **Present-day interest in spelling** There is evidently a wide-spread belief that graduates of the elementary schools can not spell so well now as they did in earlier times. A number of investigators have attempted to show that this belief is not founded on fact, but the newspapers are incessantly repeating the statement that we are constantly losing ground in spelling efficiency. Various explanations are offered for this unhappy condition of affairs; but the reason most frequently given is that the energy of pupils is being dissipated by the study of "fads," and that they are not in consequence being drilled sufficiently in spelling. On the other hand, one may read statements to the effect that it does

2 THE CHILD AND HIS SPELLING

not make much difference whether pupils are trained in spelling or not, because "good spellers are born, and not made." There seems to be a settled conviction in the minds of some persons that certain types of pupils never can learn to spell well, because they do not possess the particular intellectual "powers" required for success in this undertaking.

Meanwhile every one seems to feel competent to give advice respecting the best methods of teaching **Conflicting opin- this study.** It is apparently re-
ions and counsel garded by most laymen and some educational people as a simple subject, so that any sensible person can formulate sound opinions relating to the way in which pupils may be got to learn it most readily and effectively. In consequence of this attitude on the part of all sorts of people, within and without the schools, teachers are much confused because of the variety of counsel which is being given them. They are advised now by this person to give more attention in their daily programs to *oral* spelling; while another person tells them they ought to abandon oral spelling altogether, and concentrate wholly upon written work. Still another person will advise that the text-book should be discarded altogether, and that lists of words for spelling should be taken from all the studies being pursued by the pupil. There are those who maintain that if the spelling in the regular written exercises be properly looked after, it will not be necessary to have any special period devoted solely to

drill in spelling. And so one might go on at length along this line, giving evidence showing that there appears to be slight agreement among laymen or teachers respecting either the causes of our deficiencies in spelling, or the most efficient methods of remedying them.

The chief reason why there is this disagreement in regard to spelling is because we are dealing with

**The reason for
differences of
opinion** an extremely complex subject,
though it has been generally
treated as if it were exceedingly

simple; and we have not thought it necessary to investigate it thoroughly in order to discover the factors which are operating to determine success or failure in the way it is presented in the schools. The layman can not, of course, give the time required for an analysis of this subject. He thinks something is wrong; he feels pupils can not spell as well as they ought to; and he concludes that they should be subjected to more rigorous drill in the school. The layman's remedy for all shortcomings of this sort is to give the pupil more of the thing in which he is defective—"drill on it harder," he says. It is his conception that when a thing is not properly learned so that it can be used, it is because there has not been enough of time spent on it. And the layman is not the only one who can not take the time to look into the mysteries of these things. The busy teacher, too, is so overcrowded that he can not analyze these

4 THE CHILD AND HIS SPELLING

problems, because he must pass rapidly from one task to another during the entire day. He often realizes that the spelling problem is complicated, that there are various factors cooperating to produce the results that concern us, and that the situation should be examined more critically than it ever has been; and yet he is almost if not quite helpless to do anything about it. He must go ahead and teach the day's lesson the best he can, according to the light that has come to him from one source or another—mainly the traditional belief in the way the child learns. In this respect it is no more different with spelling than it is with all the other subjects in the program.

At the same time, some attempts have been made to apply careful analytic methods to the problems of spelling in order to discover, if possible, the reasons why pupils do not learn it more accurately and readily. Recently much has been said about the unphonetic character of our words, which makes it practically impossible for a child to learn them without supreme effort of memory. The men who have been delving into this matter have been so impressed with the difficulty of learning to spell English words that they have determined to revise many of them with a view to reducing them, as far as possible, to a phonetic basis. But no matter how sympathetic we may be toward this spelling reform, we must appreciate, nevertheless, that for

Why pupils find spelling hard and uninteresting

many years to come children will have to be taught to spell English words in their present forms, with perhaps a dozen or two exceptions. In this connection, it may be worth while to note that there probably is no study in the curriculum which is less attractive to pupils than spelling as it is ordinarily taught. In the course of the investigation described in this volume, inquiry was frequently made of teachers regarding the interest which their pupils took in spelling, and the answer was always the same in effect—children almost hate their spelling, except when they can make it an occasion for a contest of some sort, as in “spelling down.” There seems to be little if anything about the memorizing by main force of the form of a word which appeals to the typical pupil anywhere in the schools.

With a view to contributing something to the solution of these various problems, the authors of this volume have conducted a series of investigations extending over a considerable period of time. The problems which have been studied are those which the teacher encounters in his every-day work in the class room. The method of investigation has included, first, an examination of the spelling history and abilities of a large number of pupils in a rather general way; and, second, a study of a small group in a very thoroughgoing manner. University and high-school students have been tested to determine their ability to spell a selected list of words, and

The purpose and scope of the present volume

6 THE CHILD AND HIS SPELLING

an effort has been made to get from the students themselves an explanation of their own processes in attempting to spell the words given them, and of their training in respect to all the matters that might have a bearing on spelling efficiency. It became apparent as the results of these inquiries were gained that an investigation of this sort could not do more than open up the real vital problems of spelling ability, of method of teaching, and of the range of one's spelling vocabulary. In order to get at these problems in a more intimate way than could be done in studying a large body of pupils, it was necessary to have a limited group (it comprised four boys in the seventh and eighth grades, one a good speller, one an average speller, and two who were inferior in spelling) who could be taught spelling in a great variety of ways, and who could be followed from day to day in every phase of their reaction to the lessons given them and the tests applied to them. The results of these investigations are presented in Part I of this volume. Throughout the work, it was the aim to trace the steps by which each pupil mastered the words in the lists used. A record was kept of every detail of each pupil's experience in conquering new words, whether easy or difficult. An analysis was made of the structure of each word taught, to find out what part of it occasioned the chief trouble, and whether or not the crucial point was the same for all pupils. Individual differences in method of attacking words,

in the types of errors made, in the readiness of overcoming the errors, and in getting a mastery of the correct forms were all carefully recorded, and the results are presented in this volume. It is believed that in this way a rather interesting and valuable body of material is brought together and interpreted with respect to the practical problems of teaching spelling economically and effectively to pupils of different intellectual types. Suggestions regarding the treatment of pupils in mass and as individuals are made frequently throughout the discussion of the various topics which are considered.

The most important problem connected with the teaching of spelling has reference, no doubt, to the character and range of the vocabulary to be taught. How many words and what ones should be presented in the elementary and high schools? All sorts of answers have been given to this question by various individuals; and these have been based almost wholly upon individual opinion formed in one way or another. But it has seemed to the authors of this volume that the only rational way to determine the range of a spelling vocabulary is to find out in some manner what words people actually use in the communications of every-day life. So it was decided to examine a large amount of correspondence in order to see what words were employed. This correspondence was selected so as to represent various interests and callings and occasions, and it is probable that

8 THE CHILD AND HIS SPELLING

it is quite typical of the needs of most American people in these times. All the words used were tabulated, and the frequency of the appearance of each word was determined. The results of the investigation are presented in Part II of this book. After this list had been worked out, and it seemed apparent what words played the leading rôle in the every-day writing of American people, it was decided to test the list by an examination of fresh correspondence, and by a study of the letters written by people in newspapers, these letters having reference to various topics, and produced by people in different walks of life. The list secured by the authors of this volume, which began to have the appearance of a standard list, was then compared with a list suggested by Ayres in an investigation which he made of business correspondence. It was found that the list derived from the family correspondence, and applied to all sorts of every-day writing, proved to be substantially a standard list. So the authors feel confident that the lists and tables as presented in Part II indicate quite accurately the needs of the typical American to-day in respect to written expression.

In order to throw further light on this matter, there have been added as an Appendix to this volume several lists of the words that children use more or less spontaneously in the different grades of the schools. It was thought that a comparison of these words with those which adults find neces-

sary in order to express themselves effectively in every-day life might prove both interesting and useful.

The lists that are presented in this volume may be regarded as well adapted to the needs of American pupils who do not go into special pursuits, wherein they will be required to use special technical terms that are rarely written by the great majority of people. Specialists will have need for this general standard list, if it may be so considered; but they will need in addition a few technical terms which can be acquired when the occasion for using them arises.

CHAPTER II

THE VALUE OF RULES FOR SPELLING

AN examination of modern texts in spelling reveals a striking lack of agreement regarding the value of rules for the learner. *The Natural Present opinion and practise* *Speller and Word Book* does not contain a single rule, and there are other spellers that omit rules almost entirely. But *The Normal Course in Spelling* goes to the other extreme, with eighteen rules presented in the course of eighteen consecutive lessons, seven of them having reference to plural formations alone. The length and simplicity of rules in different texts vary from "Nouns in *o* after a vowel add *s* for the plural," with no exceptions, to "In monosyllables and words accented on the last syllable, a final consonant after a single vowel doubles before a suffix beginning with a vowel (*x*, *k* and *y* are never doubled), except when, in the derivative, the accent is thrown from the last syllable of the primitive," followed by the usual "other exceptions."

In order to ascertain, if possible, the worth of ordinary rules in spelling, the following list of fifty words was submitted to certain classes of university students and high-school pupils. This list was sup-

posed to be a fair test of spelling ability, since it contained only such terms as are found in nearly all typical spelling-books of the present day. Doubtless most of the students examined had spelled all of these words in their spelling lessons, at one time or another, though it is not maintained that the list as a whole is one of great service in ordinary written communication.

1. ancient	18. courageous	35. concurrence
2. seizure	19. shoeing	36. regretted
3. foreign	20. singeing	37. conference
4. freight	21. mileage	38. rebellion
5. their	22. pitiable	39. gases
6. conceivable	23. furious	40. stoppage
7. piercing	24. greedier	41. quitting
8. thievish	25. fanciful	42. benefited
9. grievance	26. loveliest	43. quarreling
10. sieve	27. buried	44. potatoes
11. achievement	28. plenteous	45. folios
12. nervous	29. conveyance	46. music
13. encouragement	30. essayist	47. frolic
14. awful	31. betrayal	48. derrick
15. argument	32. dismayed	49. tying
16. peaceable	33. paid	50. dying
17. changeable	34. daily	

It should be noted that this list is composed of words which exemplify seven rules, with their exceptions. The first eleven words come under a rule which is often expressed as "*i* before *e* except after *c*, or when sounded like *a*, as in *neighbor* and *weigh*." The words, *piercing*, *thievish*, *grievance*, *sieve* and *achievement*, illustrate the first clause of the rule, *conceivable*, the second, and *freight* and *their* the third; *seizure* and *foreign* are exceptions to the first

clause, and *ancient* is an exception to the second clause.

Seizure, conceivable, piercing, thievish, grievance, achievement, nervous, encouragement, awful, argument, peaceable, changeable, courageous, shoeing, singeing and *mileage* are designed to cover a rule which may be stated thus: "Final *e* is dropped before a suffix beginning with a vowel; but it is retained (1) when the suffix begins with a consonant, (2) when a word in *-ce* or *-ge* adds *-able* or *-ous*, (3) to keep the pronunciation of the word constant, (4) to maintain the identity of a word." *Seizure, conceivable, piercing, thievish, grievance* and *nervous* illustrate the dropping of *e*; *mileage* is an exception; *achievement* and *encouragement* show retention of *e* under case (1); *awful* and *argument* are exceptions to case (1); *peaceable, changeable* and *courageous* come under case (2); *shoeing* and *singeing* stand for cases (3) and (4) respectively.

Pitiable, furious, greedier, fanciful, loveliest, buried, plenteous, conveyance, essayist, betrayal, dismayed, paid and *daily* come under the rule on final *y*: "Final *y* after a consonant changes to *i* before all suffixes not beginning with *i*; final *y* after a vowel is usually retained." *Furious, greedier, fanciful, loveliest* and *buried* illustrate the first part of the rule, *plenteous* being an exception; *conveyance, essayist, betrayal* and *dismayed* illustrate the last part of the rule, while *paid* and *daily* are exceptions.

Again, we have the rule: "Monosyllables and words accented on the last syllable, ending in a

consonant after a single vowel, double that consonant before a suffix beginning with a vowel, unless the suffix changes the accent." This rule applies to *concurrence*, *regretted*, *conference*, *rebellion*, *gases*, *stoppage*, *quitting* and *benefited*. *Gases* is an exception, *conference* shows the change of accent on adding the suffix, and *benefited* is a word not accented on the last.

Potatoes and *folios* were intended to bring out the less familiar rule, "Nouns in *o* after a vowel add *s* for the plural." *Music* and *frolic*, with *der-rick* as an exception, show that "Polysyllables ending in the sound of *k*, in which *c* follows *i* or *ia*, do not add *k*." The last two words, *tying* and *dying* illustrate the rule that "Words in *-ie* substitute for these letters *y* before the ending *ing*."

It was intended in this test to include words with only one authorized spelling; but it seems that some authorities allow two *l*'s in *quarreling*. Accordingly, this word was left out of account in the consideration of the rule for the final consonant. *Payed* was marked incorrect, inasmuch as that word was probably not the one meant by any person tested.

This test was first made upon certain students in the freshman class in the University of Wisconsin. These students, because of deficient preparation, were a semester behind their class in English. The chief reason for giving them this test was the fact that over fifty per cent. of the seventy papers submitted

The persons
tested

were from students who, in February preceding the giving of the test, which occurred in November, 1911, had completed the course known as "Subfreshman English," in which special emphasis is laid on spelling, the rules in general being thoroughly taught according to Wooley's *Mechanics of Writing*.^{*} It should be said, however, that no instruction in spelling rules had been given during the semester in which the examination was held, though individual students had been referred to rules as their work required. The instructors gave this exercise as a part of the regular work of their classes, graded the words and noted the results.

The written directions given each instructor for his class were as follows:

- I. Spell the following words, numbering them from 1 through to 50. (Then followed the list given above).
- II. Without changing any spellings, write all rules you consciously used in spelling this list, and after each rule the number of the words on which you used it, as 1st, 17th, etc. Do not be troubled by apparent exceptions to any rules you have in mind. Practically all have their exceptions.
- III. Write all rules you see exemplified by this list, but which you did not think of while spelling the words. If you can not give the

^{*} Seventy-six papers were received in all, but those of four foreigners, one person who came late to the test, and another person evidently of very defective hearing, were thrown out. In the other papers there was scarcely any difficulty due to lack of understanding.

- rule for any case exactly, give its essence, or tell what it is about, even in a vague way. We want all you know about spelling rules.
- IV. If you should be unable to give any data under II or III, say whether any one has ever tried to teach you rules for spelling.

A desire to please the instructor may have induced some students to say that rules not consciously used were so employed; but all the evidence indicates that the students were not writing for the benefit of the instructors. One who fell somewhat below the average in spelling ability said: "The writer will admit that his spelling is not up to standard, but when he has any literary work to do his trusty Webster is always beside him." On the whole, the students were frank in their statements concerning their training and their attitude toward rules.

Practically the same test was given to thirty-nine seniors and thirty freshmen in the Wisconsin High School, a secondary school under the control of the University. The word *daily* was replaced by *solos*, which comes under a different rule; and *quarreling* by *exhibition*, which falls under the same rule. The first four rules involved in the test had been taught to these pupils about two months before, though in simpler forms than those given above. A list of ten to twenty words exemplifying these rules had been worked through daily in the classes, about ten successive days in the freshman class and three in the senior class. The test was given nearly six weeks after the learning of the rules had been

dropped as a class exercise. The fourth clause of the instructions to the university freshmen was therefore left out in the directions to the high-school pupils, though the seniors were asked to give their opinion of the value of spelling rules to them, without regard to the supposed views of their teachers on the subject.

As each of the seven groups of words was corrected separately, it resulted that the papers fell into three classes, according as the writers (1) consciously used a rule in writing any particular group of words; (2) later recalled a rule governing a certain class of words, but did not consciously employ it; and (3) could not remember any rule that applied to the words spelled. The records of these three classes are compared for each rule separately, since each rule needs to be considered independently of all others, because one rule may be very helpful to a learner, while another may not be of service to him.

With reference to the first and second classes of papers just mentioned, it seems impossible to separate the conscious from the automatic use of a rule. A rule might be used consciously and very helpfully for a time, and then cease to be so employed, though it might still be of advantage in determining the spelling of certain words. It is for this reason that the records of all those having any knowledge of a rule are presented together. Some advocates

**Conscious versus
unconscious func-
tioning of a rule**

of rules may go so far as to say that those unable to cite any rule in spelling might nevertheless have realized some benefit from it before it was forgotten. This surely would not hold in the case of the students who took this special test. The recency with which they had been taught rules certainly gave the latter every possible advantage.

The per cents. in the following table indicate the amount of correct spelling only so far as this is governed by rules. For example, if the *i* and *e* are correctly arranged in *ancient*, the word is considered correct in this table, even if there be elsewhere an error, making wrong the word as a whole. This method of recording is adopted necessarily because our inquiry has to do only with the observance of the rules.

TABLE I

OBSERVANCE OF THE RULES

RULE	Conscious of Rule While Writing		Unconscious of Rule While Writing		Combination of All Citing a Rule		Unable to Cite Any Rule									
	High School	Univer- sity	High School	Univer- sity	High School	Univer- sity	High School	Univer- sity								
	Students	Average %	Students	Average %	Students	Average %	Students	Average %								
<i>ie-ei</i>	16	79	25	87	15	71	5	87	31	75	30	87	33	73	40	86
Final <i>e</i>	31	81	20	87	21	78	6	94	52	80	29	89	17	82	41	88
Final <i>y</i>	11	74	18	94	18	67	18	95	29	70	31	94	40	73	39	91
Final consonant ..	15	78	32	88	27	72	2	87	42	74	34	83	27	75	36	84
Final <i>te</i>.....	...	...	...	...	...	...	...	...	5	80	18	95	64	61	52	69

Curiously enough, most of the university students who said they consciously used the *ie-ei* rule relied on mnemonic devices which gave a clue to only one or two of the eleven words. Of these devices the word "Alice" was the most common. It is used to indicate that when *i* and *e* occur as a diphthong after *l* and *c*, *i* always follows directly after *l* and *e* follows directly after *c*. The slight superiority of those citing a rule does not, therefore, seem to be due entirely to the rule itself. Three subjects made one or more errors by stating the wrong rule and following it; while four made one or more errors by not following the rules they gave. No high-school freshman mentioned a rule as it had been taught to him, but four gave it nearly correct. Several of them wrote something about "When the word ends in *ie* or *ei*," etc., plainly confusing it with two of the other rules. Three seniors gave the rule substantially as they learned it, but nearly all the others who cited anything gave a version of something taught in earlier years—the "Alice" rule, *et al.*

Sixteen different rules were stated by the twenty university students who told how they solved the problem of final *e*. The most nearly complete statement of a rule was—"Drop final *e* before a suffix beginning with a consonant or to preserve the identity of a word." The rule seemed to be too complex for most of the writers. They stated it in general

outline, without any qualification, or gave only some very special application of it. Several who had the case of *-ce* and *-ge* in mind were far more successful than the average. Three-fourths of the high-school students said they remembered some part of this rule. About a dozen had it very nearly exact in the simple form in which it was recently taught to them, but their grade in spelling was not above the average.

Several university freshmen cited the rule for final *y* in acceptable form. The high-school freshmen excelled the seniors in its recall. The latter seemed unable either to use it or to recall it. It might be noted here that while the observance of this rule was easiest for the university group, and showed an advantage of three per cent. with them, it was most difficult for the high-school group, and showed with them a disadvantage of three per cent. This seems to show that something more than the use of the rule is involved. Very probably this rule, and hence the words to which it applies, had received relatively less attention at the hands of the high-school teacher and, on the contrary, relatively more attention in the carefully outlined work of the university classes.

Several of the college students were able to give more or less accurately the rule for doubling the final consonant. In this case the citations were not so much incor-

**Value of rule for
final consonant**

rect as insufficient, i.e., they were so phrased as to apply to only a very few of the cases which the rule as a whole covers. There seemed little in the rule itself to cause confusion or misapplication. About fifteen of the high-school freshmen and three of the seniors quoted the rule substantially as it was taught to them, but they failed to show any better average in their spelling than those who gave insufficient or erroneous versions of the rule. The correct application of the rule, as it had been given them by their teacher a few weeks before, would have enabled these students to attain an average of about eighty-three per cent., instead of the seventy-four per cent. which they actually attained. This certainly offsets the value of the rule in the spelling of the college students.

The rule relating to the spelling of the last two words of the list appears to be more serviceable than the other rules. It applies to a class of words without exceptions. Thirteen of the sixteen college students who used it consciously stated it and applied it correctly. The high-school students who had learned it some time were less successful in applying it, though four of them quoted it correctly. The rule relating to *music*, *frolic* and *derrick* was not given by any one, so there was no chance for comparison. A few who tried to formulate a rule on plurals for *potatoes*, *folios* and *solos*, attained a rank about twenty per cent. below their fellows in their spelling.

The attitude of the college freshmen seemed generally unfavorable to rules. Teachers were charged with having laid but little stress on them, or with having failed to insist on their application until thoroughly mastered. **Students' attitude toward rules** One writer said: "I knew most of the spelling rules, but they have become so indefinite in my memory that I am mixed up if I use them." Another said that he "attempted to learn rules for spelling but thought it added to the difficulty." Four others declared, after giving one or more rules, that they had decided that the way the word "looks" is the best guide. One of them complained of the long list of exceptions. Four who had been in the course in Subfreshman English* reported that they had lost almost all of the rules then taught them. One gave this amusing but rather significant testimony: "I was greatly helped, but because of lack of practise they have grown vague." This suggests that it may be just as difficult after children have been spelling somewhat automatically for several years to get them to spell by rule, as it is in language work to get them to base their expressions on grammatical rules. The high-school seniors gave testimony substantially the same as that given by the college students. Only ten out of thirty-nine ascribed any value to rules.

In summary, it may be said that no one rule was quoted by as many as fifty per cent. of the university students, though more than half of them had memo-

* See p. 14.

rized all these rules, and others besides, only the winter before; and many of the students had been over all of the rules in the public school. A little less than half the high-school students had the courage to try to give the rules they had learned only six weeks previously. In the university group, those who gave some sort of rule to cover any part of the list of words, averaged four per cent. higher in general spelling efficiency than those who could not give any rule. So it is fair to assume that their better observance of the rules as shown by Table I is the result of their better spelling ability in general, and not to any conscious application of the rules as such. Not a single rule tested proved to be of real value, except the one for the last two words of the list—that relating to the final *ie*. In later chapters we shall have much to say respecting the way in which a pupil actually does learn to spell, and this may help to explain why rules do not play a very important part in the process.

CHAPTER III

SOURCES AND CAUSES OF ERRORS

THERE have appeared in print from time to time long lists of misspelled words selected from civil service examinations or tests of public school children by boards of education or others who are inclined to think that spelling efficiency has declined since the days of our forefathers. To those engaged in teaching it is discouraging rather than helpful to learn that a recent test of two hundred thirty-seven university sophomores and freshmen resulted in the misspelling of *Macaulay* by one hundred eighty-one.* But the report of this experiment goes further, and informs us that the one hundred eighty-one students who failed to spell the name of this well-known English author exhibited only fifty-one different ways of missing the word. It appears from this fact that some forms of misspelling are repeated by different individuals, which suggests that a few particular erroneous combinations may enjoy a certain kind of popularity among those who take liberties in the matter of spelling.

* *Bulletin of Illinois Association of Teachers of English*, Vol. III, No. 8.

Now, for the better teaching of spelling it seems important that teachers should know *how* various common words are most often misspelled; yet one finds a general lack of understanding on the part of teachers relating to this matter. Some schools are doing a valuable work, however, in compiling lists of words misspelled in the upper grades, and referring them to teachers in the lower grades to be given some special attention. Where the schools are well organized, certain portions of such a list can be referred to the particular teacher who is likely to be responsible for establishing the first impressions of the words that give trouble. But teachers ought to know, in order to be of greatest service to their pupils, not simply that *separate* is a commonly misspelled word, but they should know also just where the mistake is likely to occur, and why, so that attention may be effectively directed to the source of trouble. While in many words, of which *separate* is an illustration, most teachers are aware of the point of special difficulty, there are many other words presented in the schoolroom, the difficult parts of which are not known to the teacher in advance. The writers have been impressed with this fact in the experimental work performed on the group of boys spoken of in Chapter I. The sources of error which the instructor tried to guard against in the teaching of the lessons did not, he often found upon test, con-

Need of determining causes of errors

stitute the major difficulties at all; he had been aiming at the wrong point. Any teacher can see how subtle a matter it is to pick out the sources of error, if he will give a list of common words to his class, and then tabulate the frequency of the various misspellings of each word. As a basis for discussion of this problem, it will be advisable to consult the tabulation of the misspellings of some common words as they occurred in the one hundred thirty-nine papers referred to in Chapter II. In the interpretation of these data, it should be understood that the writers are relying on observations of the group of boys already spoken of. Without such first-hand observation, it is impossible for an adult to be reliable in his explanations and deductions regarding a psychological experience remote in his own past.

TABLE II

SPELLING	Frequency of Occurrence		
	University Freshmen	High- School Seniors	High- School Freshmen
ancient	70	36	21
anceint	2	2
anciant	3
anscient	1	1
anchint	1
antient	1
anxsion	1

SPELLING	Frequency of Occurrence		
	University Freshmen	High-School Seniors	High-School Freshmen
foreign	64	33	15
foriegn	4	2	4
forgein .....	....	....	4
forgien	1	....	2
foregin	1	....	....
foreignn .....	....	....	1
foriegm .....	....	....	1
foregien .....	....	....	1
forein	1	....	....
foren	1	....	....
forhead	1	....	....
thorn	1	....	1
thorm .....	....	....	1
piercing	66	31	18
peircing	2	2	4
perceing	2	2	2
peirceing .....	....	2	1
pearcing .....	....	....	2
pircing .....	....	1	....
percing .....	....	....	1
perssing .....	....	1	....
preicing .....	....	....	1
personly .....	....	....	1
sieve	45	21	9
seive	18	10	6
sive	6	5	6
ceive .....	....	....	3

SPELLING	Frequency of Occurrence		
	University Freshmen	High-School Seniors	High-School Freshmen
siv	I	....	....
seeve .....	....	I	....
scive .....	....	I	....
siev .....	....	....	I
sceve .....	....	....	I
seieve .....	....	....	I
cib .....	....	....	I
shaney .....	....	....	I
shafe .....	....	....	I
(omitted) .....	....	I	....
nervous	67	31	17
nerveous	I	4	5
nervious	I	3	I
nervice	I	....	2
nervess .....	....	....	2
nervase .....	....	I	....
neverous .....	....	....	I
nerivous .....	....	....	I
(illegible) .....	....	....	I
encouragement	64	33	16
encouragment	6	6	4
encourgement .....	....	....	6
engarrment .....	....	....	I
injurment .....	....	....	I
encoerrgement .....	....	....	I
encourgment .....	....	....	I

SPELLING	Frequency of Occurrence		
	University Freshmen	High-School Seniors	High-School Freshmen
awful	65	32	22
awfull	1	3	1
auful .....	....	1	2
awefull	2	....	....
auwfull	2	....	....
awfle .....	....	1	....
awfful .....	....	1	....
auffell .....	....	....	1
affull .....	....	....	1
offel .....	....	1	....
offul .....	....	....	1
offull .....	....	....	1
(illegible) .....	....	....	1
argument	59	32	22
arguement	11	6	4
arguement .....	....	....	1
argement .....	....	....	1
argurment .....	....	....	1
humment .....	....	....	1
(omitted) .....	....	1	....
dismayed	69	28	13
dismade .....	....	2	9
dismaid .....	....	....	4
dismay .....	....	4	1
desmayed	1	2	....
desmaied .....	....	1	....
dismeyed .....	....	....	1

SPELLING	Frequency of Occurrence		
	University Freshmen	High- School Seniors	High- School Freshmen
dismayence .....	....	....	1
dismaided .....	....	....	1
dissmayerd .....	....	1	....
dimayerd .....	....	1	....
betrayal	64	24	8
betrail	2	6	17
betrayel	3	6	2
(other purely individual errors)	1	3	3
benefited	33	18	4
benefitted	25	11	6
benifited	8	6	5
benifitted	4	2	7
benifit .....	....	....	2
benefitied .....	....	1	....
benafated .....	....	....	1
benifetted .....	....	....	1
benefitting .....	....	....	1
benfitting .....	....	....	1
benfited .....	....	....	1
benifitted .....	....	....	1
binefited .....	....	1	....

The above eleven words, tabulated in their various forms, were chosen at random from the list of fifty given to the students; and they illustrate

most, if not all, of the principles to be brought out in this chapter. A few of the words, which showed the greatest variety of odd misspellings, were excluded from the eleven presented above in order to save space.

A study of this table of misspellings reveals a number of principles. In the first place, most readers will be willing to admit that **Prevalence of chance errors** in respect to practically every word there are evidences of chance errors due to slips of the pen, misunderstanding of the word, or both. Scarcely any one will maintain that the writers of such forms as *anxsion*, *cib*, *shaney*, *shafe*, *neverous*, *engarrment*, *injurment*, *humment*, *dismayence*, *dismay*, *dismaided* and *benefifted* were trying to write the precise words they were asked to spell. The misunderstanding may have been due to faulty pronunciation by the teacher, or it may be that the ear of the pupil was at fault. Again, it may have been due to the apperceptive difficulty most of us experience when we hear a name or isolated word. In such spellings as *forhead* and *thorn* (for *foreign*), and *personly* (for *piercing*) it is evident that the pupil read a wrong meaning into the sounds which he thought he heard.

Slips of the pen are accountable for some errors. *Thorm* shows the common occurrence of *m* when *n* is intended; and **Slips of the pen** the reverse is as often true. *Dimayed* represents another very common mis-

take, the hand omitting a letter in order to abbreviate the process of writing. There is strong probability of the same thing being true for *argement*, *benfited* and *benfitting*. Sometimes this curtailment takes place at the end of a word, as in *siv*, although this explanation is especially pertinent to such a form as *freigh* (for *freight*), the *gh* being so common a termination that it often automatically asserts itself in wrong places. A letter from a county superintendent recently received by one of the writers contained three successive words with the last letter omitted. Most students in taking rapidly the notes for a lecture are liable to use *the* for *they*, *them*, etc. What we call "carelessness" accounts ordinarily for such lapses in writing a spelling lesson in *column*, unless the pupil is greatly hurried.

Preicing (for *piercing*) and *mielage* (for *mileage*) illustrate another sort of error in spelling, the inversion of the order of the letters. But the shifting about of the *g* in *foreign* can hardly be attributed to the same cause. The silent letter, by virtue of the very fact that it is silent, is liable to suffer all sorts of displacement. It is interesting to note that the same trick, inversion of literal order, is sometimes played by one's vocal organs, as common observation shows, not only with reference to oral spelling but also with reference to words and expressions, such as the famous "Peter Piper" jingle. Not only does a pupil change the order of

letters occasionally, or skip a letter or syllable in order to facilitate execution, but the process is sometimes reversed, resulting in the repetition of a phrase, word or portion of a word in the writing of connected discourse. To this cause is due such a spelling as *conveyanance* (for *conveyance*).

Several of these types of mistakes have been mentioned because they occur so frequently in every schoolroom. A teacher should regard them simply as lapses, which may not occur the second time with the same individual. Of course, if the same error does occur again, the chances are that it is not a lapse; but a wise teacher can not permit his attention to be distracted by mere lapses from the real points at issue in teaching a list of words. Teachers often fail to differentiate these "pen-slips" from errors due to lack of knowledge. Often, too, teachers mark as absolutely wrong a word which, although written incorrectly originally, was seen to be incorrect by the pupil, and voluntarily corrected before the time for the submission of the work. Many lapses are detected in this way by those who commit them. On such a theory of grading, a contractor would penalize one of his bricklayers just as heavily for tearing down a defective portion of a wall as for building the superstructure upon it without remedying the defect. It is probable that such lapses as have been described are in no way related to real errors; and they can not be wholly

**Treatment
of lapses**

overcome, unless facility in expression be seriously interfered with by giving too much attention to the technique of writing.

In the teaching of spelling in our public schools, a distinction should be made between lapses and real errors. Each must be penalized, but not in equal measure. Certain forms of lapses may become individual characteristics. One subject has been observed in whose writing *think* tends always to be written *thing*. A university student recently complained that he had to fight constantly against interchanging for each other *d* and *g*, both in preparing manuscript and in typewriting. These instances are given to show the likelihood that a careful record of misspellings may enable a teacher in time to detect the characteristic lapses of certain pupils, so that the latter may be put on their guard, and asked to go over their work in order to check up on their special failings. Most teachers find by experience that the vague unparticularized command, "Look over your work," can secure only meager results at best.

Let us leave out of consideration the particular misspellings which occur but a single time in the lists of Table II, as being for the most part lapses, and see whether or not among the other misspellings, those due to lack of knowledge, the comparative popularity of certain errors may not be clearly established. In arranging the table, there was an attempt made to place the misspellings in the gen-

eral order of their frequency, the most common ones standing first. One striking fact relates to the great difference in relative number of the various misspellings of a word, which must be due to a marked tendency of pupils to commit some particular error. Another suggestive fact is that the order of frequency of the misspellings of any word is almost exactly the same for all three groups of students. There would appear, then, to be in the constitution of certain words special difficulties which are a source of trouble to a majority of children learning to spell.

It is not always possible to tell just which mistakes are due to lack of knowledge and which to **Is there a critical lapse; but taking the situation as point in a word?** we find it, let us see whether a study of the frequency of different errors will not enable us to determine critical points, or perhaps *the* critical point in a given word, so that if some particular letter or brief combination of letters be properly impressed, the misspelling of that word will be likely to be corrected. Seven out of twelve pupils who missed *ancient* did so because the combination *ie* was not thoroughly familiar, and with four of the seven it was merely a question of the order of the two letters. Twenty-seven missed *foreign*, four of them trying to spell something else. Of the other twenty-three, the failure of ten was due solely to the reversal of the letters *ei*. Twenty-four students missed *piercing*, two of them

probably by chance. Eight of the others failed solely by reversing the letters *ei*, six by retaining final *e* and three by combining the two forms of error. Half of those missing *sieve* spelled it *seive*, and over a fourth made it *sive*. The other errors were peculiar and exceptional, save for *ceive*, which appeared three times. Again, of twenty-four errors in writing *nervous*, ten made it *nerveous*, and five others wrote *nervious*, thus showing the difficulty to be at the same place in the word in every case. Out of twenty-six mistakes in writing *encouragement*, sixteen were written *encouragment*. *Argument* is the only misspelling of *argument* that is not strictly individual. These and similar cases that could be cited from the list of fifty words, show that from one-third to two-thirds of all difficulties in spelling lie at the point of a word covered by some rule relating to it.

Underlying much of the belief in the value of the teaching of rules has been the assumption that they relate to the points of chief difficulty in the words to which they refer. Some data bearing on this matter may be gained from an examination of the spelling of a number of the fifty words already given. The retention of *e*, as in *awefull*, appeared in only two of twenty cases of misspellings of this word, but the much less commonly taught rule (*full* does not occur as a suffix), was violated by a majority of the twenty students. In *benefited*,

**Crucial points
often not covered
by rules**

tt appears in violation of the rule fifty-eight times; but *beni*, in violation of no rule, occurs thirty-five times. Thus the difficulties are somewhat evenly distributed. In *buried* the results are quite different. Twelve out of twenty-six doubled the *r*, and eight others combined it with another error. But only two violated the special rule relating to the retaining of the *y* in *bury*. Out of fifty-seven students who made errors in spelling *essayist*, thirty wrote *essayest*, while only eighteen violated the rule by omitting *y*. Eight of the eighteen can hardly be said to have broken the rule, since they did not write anything that could be recognized by a person not knowing what word was given out. Forty-two missed *exhibition*, but only one did so by violating the rule covering the doubling of the final consonant. Thirty-eight had no *h* in their spelling. In *foreign*, on the other hand, the omission of silent *g* was too unusual to create a problem. In *concurrence*, *ance* is a markedly more prevalent error than the failure to double the *r* as required by the rule. So if one were to say that the critical point in the spelling of those words that come under some rule is always the point covered by the rule, one would not be in accord with the facts.

A few words in the list show a great diversity of genuine misspellings, but the errors are usually localized at one or two points in the words. Of about twenty misspellings of *grievance*, there were

only two that did not preserve the consonant skeleton *gr-v-nce*. In thirteen misspellings of *pitiable* nearly all the trouble centered in the doubling of the *t*, and following it with the wrong vowel. It may be concluded that for ordinary words of three or four syllables, there is a single letter or diphthong that causes most of the trouble, and that it is altogether unusual to find more than two crucial points in a common word. It is plain that a knowledge of rules simply does not inform the teacher where the stress in teaching particular words is to be laid; nor does the presence of a silent letter or the possible doubling of a consonant necessarily lay bare the source of difficulty. Every word presenting serious problems to the novice must be studied by itself, and the teacher can deal with it effectively only after examining the misspellings to see where the crucial points are. This can be done by any one who will tabulate the frequency of as many as fifty cases of misspelling of a word, though a smaller number will be suggestive.

The discovery of the *causes* of error in spelling is the next step to be considered. This is an easier matter than to locate crucial points. The cause of an error can ordinarily be detected from its character by teachers of experience. Few teachers need to be impressed with the importance of correct pronunciation of words to be spelled. The spelling exercise will almost daily bring to light some errors due to mispro-

**Mispronunciation
as a cause of error**

nunciation by the teacher, or by the pupils themselves. *Anchint* is very likely a phonetic spelling of a mispronunciation of *ancient*. Outside of a few words of French origin, *ch* almost never has the sound *sh*. The same cause of error in spelling is seen in *percing* and *perssing*, and probably in *nerivous*. The spelling of *encourgement* six times and *encourgment* once by the high-school freshmen shows a lack of distinct articulation which among the younger students is a common practise. Even adults who give the *a* in *courage* a distinct value, tend to slight it or wholly to elide it in the longer forms, such as *encouragement*, *discouragement*, and the variations of the verbs from which these two nouns are derived. *Des-* in *dismayed* is another error due to mispronunciation. *Benafated* and *benifetted* illustrate the same principle, as disclosed by the vowel after *f*. The easiest and surest method for a teacher to test the question of pronunciation is to ask a child to pronounce a misspelling just after he has written it. Oral spelling, of course, offers ready means of making such a test.

There can be no danger in insisting that all words to be spelled by a pupil should be pronounced correctly by him as the first step in the lesson study. Even then it will be found that errors such as *unaminous* for *unanimous* will appear now and again, because pupils can not or at least do not hold the pronunciation faithfully in mind as they write. Errors due to mispronunciation are not so

numerous as those due to other causes which we shall discuss later. They are, however, of much greater frequency and importance in the lower grades of the elementary school than in the high school, for many of them have been acquired by the child before school age.

It is peculiarly difficult to forecast what are the probable mispronunciations that will occur in the case of certain words, since two different sets of influences produce these errors. On the one hand, we have those individual associations made by each child for himself, such as caused one child to call a screen door "a scream door," because, as she afterward stated, it made such a noise when it closed. On the other hand, there are the peculiar survivals of the nature of dialect in the speech of every child, reflecting the idiosyncrasies in the spoken language of his family and friends.

A most fruitful cause of errors in spelling is phonetic analogy. Persons with whom the auditory factor predominates are much subject to this difficulty. Sometimes the analogy covers only a brief phonetic unit, while at other times a word is taken over entire. *Antient* shows the persistence of the common element *ti*, phonetically equivalent to *sh*. *Pearcing* is the result either of drawing an analogy from *ear*, *fear*, *dear*, etc., or it comes directly from the proper name *Pearce*. Words having the suffix *-less* or *-ness* may have been the cause of the spelling of

**Analogies in
spelling**

nervous as *nervess*; and *novice* and *service* may explain *nervice*. A very special case is presented by the like sounds of certain consonants or combinations of consonants, as in the case of *anscient*, where *sci* is inferred from *conscience*. Likewise, the various uses of *c*, *s* and *sc* produced considerable confusion in *sieve*. The alternative of *s* or *z* is troublesome in some words not noted above, as, for example, *seizure*.

Another factor is introduced when a child takes over a word as a whole on account of phonetic analogy, as *ceaseur* (for *seizure*), *pieceable* (for *peaceable*), *berried* (for *buried*), *dis-made* and *dismaid* (for *dismayed*). The pupil usually disregards the content of both the word transferred, and of the word to which he makes the transfer. This is not the case with the writing of *full* in *awful*, since the significance of *awful* is actually "full of awe"; but it is true of *off* in *offull* (for *awful*). And when *piece* enters into *peaceable*, *maid* or *made* into *dismayed*, *trail* into *betrayal*, and *fitted* into *benefited*, we have the incorporation into one word of another word altogether extraneous to the situation in which it is placed. Such mistakes tend to decrease with the development of a critical attitude toward one's language. When a student begins to diagnose his mother tongue, the idea of content comes to dominate in word composition, and he resists phonic analogies which have no regard to content. The in-

introduction of a foreign language, especially German, into the elementary school should be helpful in giving students this attitude. Younger students can not be placed on their guard too fully against thinking they may cite this or that word as a justification for the spelling of another word in a particular manner. There is only one real authority, and that is the way the word *is* spelled. Inferences may be drawn only from such other words as have a similarity in content.

Many teachers have recognized as a cause of error the obscure or elided vowel, i. e., the vowel **Obscure or elided vowels** which, though not silent, has its sound so slurred as to deprive it of individuality. We see this in such words as *separate*, *infinite*, and words terminating in *-able* or *-ible*. The learner's tendency is to interchange *i* and *a*, or to substitute *e* for either of them. *U* may sometimes interfere, but scarcely ever does *o*. In some spelling-books, lists of words containing such vowels are printed or written with the difficult vowel in heavy or unique type. In the schoolroom they are often written on the blackboard in chalk of a different color from the body of the word. But it is safe to assert that few teachers in the elementary school recognize that the obscure vowel is *always* a possible source of error. The writers have found by experience that they can not detect by a cursory examination all of these letters in lists of words in spelling lessons; they can be discovered

only after painstaking search. One would hardly think the second vowel in *benefit* would give trouble, but the writers found it to be so in thirty-five out of eighty-four misspellings of the word. Final *e* in a number of monosyllables does not have any sound whatever in itself, but it might be considered as one type of elided vowel, because it modifies the pronunciation of the word. It is not often omitted by mistake, however, probably on account of the prominence of its position. Every obscure vowel ought to be presented with stress from the start; either by positive means, such as fixing the impression by auditory and visual stimuli, intense and repeated, or by the negative method of warning against the use of other letters which the pupil might be inclined to employ in its place. The latter method will further on be shown to have its dangers; and if it be employed at all, it must be closely watched for its effects.

The mistake of doubling a letter happens much less frequently with the vowels than with the consonants, probably because the
Doubling letters doubled vowel has a distinctive sound in the case of *oo*. The other vowels, except *e*, are not commonly doubled. But most of the consonants are frequently doubled, and the result is not apparent from the pronunciation of a word. The place where doubling is likely to occur is usually in the middle of a word where a syllable stops or begins with a certain consonant. The mistake arises

in assigning the consonant to each of the two adjacent syllables, as *singging* (for *singeing*), *millage* (for *mileage*), *pittiable* (for *pitable*), *furrious* (for *furious*) and *burried* (for *buried*). Following the same principle, one member of a double consonant may be dropped under like circumstances, as *der-ick* (for *derrick*), *stopage* (for *stoppage*) and *re-belion* (for *rebellion*).

Just what corrective measures, if any, are especially adapted to counteracting this difficulty, can not be stated with confidence. It is impossible to formulate rules for doubling letters that shall cover any large number of cases without numerous exceptions. For a discussion of the efficacy of such rules the reader is referred to Chapter II. Directing the attention upon the crucial points is recommended, as in the case of elided vowels. Special stress on double combinations, by means of oral spelling without regard to syllabication, might prove very helpful as a means of fixing the doubled letter, especially for those in whom auditory imagery is strong. The method might be, for example, as follows: Have pupils spell *coffee*—"c-o- double f- double e," or *village*—"v-i double l-a-g-e," and so on.

This brings us to an important principle connected with spelling that is closely related to several causes of error. Just
Types of letters half the letters of the alphabet are "single-space" letters. Six rise more than one space above the base line, five pass below

it but only a single space above it, while *f* and *p* stretch both above and below the "single-space" letters. In printing, *f* and *p* fall into one of the three distinct classes, but the classification here has regard only to writing. Considering the last two letters as hybrids or combinations, we have the three types of letters—the "ascender," the "single-space" and the "descender." Now, if any ordinary writing be examined, two-thirds of the letters occurring will be found to be of the single-space variety. Most of the others will be "ascenders." But it is plain that either the first or the third class of letters will stand out more prominently than the second, just as a pedestrian of uncommon color, garb or language will be more marked than one who is conventional in these respects. It is likewise true that the further removed such a letter is from others of its kind in a given word, the more prominently it will stand forth.

This principle explains why, in the various misspellings of such a word as *ancient*, most students made mistakes which did not interfere seriously with the visual image of the word, i. e., they maintained the succession of single-space letters. In *foreign* the visual impression made by *g*, rather isolated from other unusual and striking letters, causes it to be found, rightly or wrongly placed, in nearly every misspelling of the word. On the other hand, *exhibition* presents an alternating series of short and tall letters, and the omission or mis-

placing of *h* does not seriously affect the visual image. This also accounts for the difficulty in doubling or not doubling letters, the substitution of one vowel for another when the sound is obscured, and the confusion of *c*, *s* and *sc*, though it does not explain the interchanging of *s* and *z*. To illustrate further, if *ss* were written old style, we should be much less likely to find *pasion* (for *passion*), or if *e* after *n* were a "descender," we should not have found *benifit* thirty-five times in our list of misspellings.

Dividing a word into syllables may act as a preventive of error to the extent that it secures correct pronunciation, and checks the omission of syllables in long words. Yet it may well be asked whether the short *e* in *benefited*, for example, is more likely to be remembered because *ben-* is recalled as the first syllable instead of *be-*, or whether, as in the case of one of the writers, *ben-* is recalled as constituting the first syllable because the correct pronunciation is remembered. This difficulty would not exist if *ben-* were visually presented as a distinct syllable just as often as the auditory element is repeated by speaking the word, hearing it spoken, or writing it. But *ben-* as a visual entity disappears from consciousness as soon as the pupil turns from the spelling lesson, while the *word* remains as a unit in audition, in content, and most of all, in vision.

Whether this view is sound or not, it can not be denied that syllabication is often merely arbitrary as far as pronunciation is concerned, whereas it is usually thought by adults to be fully in accord with the phonetic character of words. To adults there is no inconsistency in saying that such a combination as *betrail* consists of two syllables; while *betrayal*, of course, contains three. But a child can write them interchangeably and see no violation of phonetics, just as when a boy writes *mechanisem* (for *mechanism*). The almost universal resistance of children's minds to proper syllabication indicates that it is a matter of unusual psychological significance and that it should be regarded with due caution as an aid to correct spelling.

If the propositions so far advanced have been true in the main—if each word presents a special complex of visual and auditory elements, different from all other words—there will necessarily be unique features or factors in the teaching of each word. For example, in the teaching of *ancient* one should call special attention to the *sh* sound in pronunciation and note the spelling in this case; *ie* also should be stressed. *Foreign* will not be found hard to pronounce correctly, but the *ei* should be made the stressing point, not simply in itself, but in relation to the shifting *g*. In *benefited* the second *e* must be presented with force from the start. If this be done, probably the *i* will

Directing attention to the crucial point in each word

never appear, for there are no common words in *beni-*. But citing several common ones like *beneficial*, *benevolence* and *benediction* might strengthen the correct impression. The *tt* in *benefitted* can not be so well dealt with on a visual or auditory basis, but the element of content may be invoked by showing the words *fit*, *unfit*, *misfit*, discussing their relation to one another, bringing out the *tt* in the appropriate form of each, and then dissociating the content, hence the spelling of *benefit* from the content and spelling of these other words. Such is the type of "word study" that must come to have a place in every schoolroom in which spelling is taught.

CHAPTER IV

THE LIFE HISTORY OF CERTAIN SPELLINGS

IT is desired to show in this chapter just what stages a group of boys passed through in learning a list of about seventy words chosen from a widely-used spelling text. The **Words assigned in experiments** subjects of this experiment were the four boys mentioned in Chapter I. A daily assignment was made for five successive days. The experimenter wrote the words on the board in "families" as he called them, such as *inspire, inspiration; mechanism, mechanic, mechanical*, and so on. There were from six to twelve such groups in each day's lesson. The original intention was to present a series of twenty or twenty-five lessons by five different methods, following one another in a constant order, as a basis for determining the comparative merits of the different methods of presentation; but the text-book list was so far beyond the ability of the class, and, it is believed, so far beyond that of the ordinary child for whom it is designed, that it was decided at the end of the fifth lesson to concentrate upon these seventy-five words, and see

what experiences the pupils must have in order to master them.

All preparation of spelling lessons was done during the class hour. The first two lessons the exper-

Methods of presentation and study	menter pronounced and spelled orally, the class spelling orally and pronouncing after him. For
--	--

the first lesson, sentences containing the words were used in the study, and for the second, definitions were given, but no words were used in sentences. The third lesson was pronounced and spelled orally by the experimenter, and the pupils were told to study it as they pleased. All of them did as common observation shows most pupils do when left to their own resources to prepare their spelling lessons—they simply looked at the words on the board, and presumably “said them over to themselves.” The content of the words was not referred to during this lesson. For the fourth and fifth lessons the pupils looked at the words and their definitions and heard them pronounced, but they were not asked to pronounce them themselves. They then wrote the words on the board, using those in the fourth lesson in sentences so far as time permitted. The words of the fifth lesson were not written in sentences. To sum up, the third lesson was a go-as-you-please one of the old type, while the other four were half of the contextual and half of the column type. Two of them were recited orally and two were written.

Each lesson was written in a test the day after it was studied. The first lesson was written in sentences constructed by the class, but the other lessons were done in columns. This interval of a day between studying a lesson and reciting on it gave any well-defined errors a chance to ripen in consciousness for twenty-four hours before they were written; though in the *study* of the four lessons supervised, all errors were instantly corrected. All the errors made in the written test on each lesson remained undisturbed for another twenty-four hours, or until the next day. In teaching the lesson, points which the experimenter thought might prove difficult were stressed in various ways. A vertical line was drawn through words of the same "family" at the point where their likeness ceased, as *inspir|e, inspiration; mechan|ism, mechan|ic*. Double or silent letters or obscure vowels were underlined, as *intelligence, courageous, infinite; and the difference in pronunciation and spelling of the first two syllables of such words as *mechan|ical* and *machin|ist* was emphasized.*

The next day after the test on each lesson, the boys were called on to spell orally the words they had missed. A tally was kept to show whether, when a word had been misspelled originally, the same incorrect form was given now, or a different one, or whether the correct spelling was given now or approved when

**Methods of
recitation**

**Methods of
correction**

presented. Each word in its correct form was placed on the board by the experimenter before it was left for good.

When the five lessons had thus been corrected, and it was determined to continue work at length on the difficult words instead of presenting new ones, the entire list was again written in columns without any further study. A very thorough review was then begun. The test papers were returned to the boys, and every word that had been missed by any one was written correctly on the board by all. Each word was now for the first time divided into syllables, all the boys showing some skill in this. Correct pronunciation of each word was required. The word was then written again in a sentence suggested by the class. Every boy was required to underline that part of any word in which his mistake had occurred. The whole list was next written in test for the *third* time. Only contextual spelling was attempted. The meaning of the words now seemed to be so clear to the class that in the next review-study there was no contextual work. With their last papers in their hands, the boys took each word missed by them individually, and wrote it on the board twice. If a word was not written correctly on the board and without much hesitation or apparent change of mind, the boy who was writing it continued his efforts until he could execute the whole word without a slip.

After this the *fourth* and final test was made by writing the words again in sentences.

Table III shows the general progress of the class from start to finish as gaged by the number of words missed on each test.

TABLE III

Pupil	1st test	2nd test	3rd test	4th test
A	57	37	33	11
B	34	(a b s e n t)		17
C	18*	30	24	10
D	34	36	28	11

Barring B, who missed the second and third tests and all the training for them, the rank of the **Capacity for improvement** other three continued the same up to the last test. C had at the beginning a feeling of superiority, which declined as his fellows gained on him. Both C and D showed an actual loss from the first to the second test, but elsewhere there was a steady advancement. A showed the greatest capacity for improvement from intensive study of difficult words, and C showed the least. This is the inverse order of their abilities to spell in various tests which they took later on.

The improvement occurred in two ways,—by the

* For only four out of the five lessons.

gaining of new words and by the retention of those already spelled correctly. The latter shows great variation from pupil to pupil. Table IV indicates the number of words missed on any test, which had been spelled correctly on the preceding test.

TABLE IV

Pupil	2nd test	3rd test	4th test	Total
A	2	6	0	8
B	(a b s e n t)		6	(as against first test)
C	10	9	3	22
D	9	8	1	18

The power of gaining new words and holding the old ones seemed to be correlated closely in this Learning and intensive training series. This retaining raises the question, often debated, as to whether the slowest learner is the best retainer. In another series of lessons, discussed from a different point of view in Chapter VI, very intensive training in spelling was given these same four subjects, with the result that there was practically perfect immediate recall of all words. But the course of lessons was extended until one hundred sixty words were presented. Without any recall one day of those missed the day before, and with a considerably longer time elapsing between the first (daily) test and the second (final) test, A showed his power plainly on the immediate daily recall,

and was superior to all the others; but on the final test, when the entire one hundred sixty words were written without review, he turned out to be the poorest retainer in the group. So it appears that A, the best retainer according to the test of the present chapter (as indicated by Table IV) is the poorest retainer in the experiment of Chapter VI. Evidently the different results in these tests are due to the different conditions of the two experiments. One set of conditions was just suited to A's type of mind, while the other was not. He illustrates a kind of pupil found in nearly every class, the kind of pupil whose diligence brings satisfactory, sometimes excellent, results in the daily work, but who "never does well on examinations." Students of this sort may correct any minor misstatement of the teacher in the daily geography or history lesson, but show a woeful ignorance of the same and other much more vital points at the time of the monthly quiz. No answer as to the relation of learning and retaining appears possible, as long as we aim at a general formula that shall cover all conditions and cases. Generalizations of this character, as far as they relate to spelling, must be accompanied by a statement of the intensiveness of the study, the number of times of recall, and the time elapsing between tests.

We may now look more closely into the question of the persistence of certain mistakes in spelling

**Persistence
of errors**

made by this group of boys. Most teachers doubtless have noted how a misspelling will crop out again and again in the work of a student, even though he may have been reminded repeatedly of his mistake. The same thing appears in the work of this group. In Table V, all errors have been tabulated for each individual so that a glance across the page will suggest how a pupil worked out a certain word, or at least attempted to do so, through the whole four tests. The notes of the experimenter made daily as to special difficulties served to verify the general conclusions drawn below. All blanks indicate correct spelling. Points of difficulty are italicized as far as possible.

TABLE V

PUPIL A

Correct form	1st test	2nd test	3rd test	4th test
infinite	infinif	infinate	infinif	infinifisal
infinitesimal	infinitesmel	infinitesal	infinitisal	
ignominy	ignominny	ignomeny	ignomeny	
ignominious	ignominious		ignomenious	
crucify	crusif	crusif		
crucifix	crusifix	crucifix		
crucifixion	crusifixion	crucifixion	crucifixion	
courageous	courageous	coreious	crucragious	
sacrifice	sacifis			
sacrificial	sacifisal	sacifisal	cacrifical	sacrifical
mechanism	meckenisem	mechanisom	mechanisom	mechanisom
mechanic	mechanic	mechanek		
mechanical	mechanical	mechanecal	mechanest	machinest
machinist	mechanist	mechanious		
intelligence	intellegantence	intellegance		
intelligible	intellegable	intellegable	intellegable	intelligible
demonstrate	demonstrat			
demonstration	demonstration			
demonstrable	demonstable			
conception	consepion			
conceivable	conseable			
barrier	barrear			
ostentatious	ostantatious	ostantatious	ostantatious	

ostensible	ostensible	ostensible	ostensible	ostensible	ostensible
malign	malign	malign	malign	malign	malign
malignant	malignant	malignant	malignant	malignant	malignant
malignancy	malignancy	malignancy	malignancy	malignancy	malignancy
malignity	malignity	malignity	malignity	malignity	malignity
enmity	enmity	enmity	enmity	enmity	enmity
passion	passion	passion	passion	passion	passion
passionate	passionate	passionate	passionate	passionate	passionate
wealthy	wealthy	wealthy	wealthy	wealthy	wealthy
avoidance	avoidance	avoidance	avoidance	avoidance	avoidance
influential	influential	influential	influential	influential	influential
influentially	influentially	influentially	influentially	influentially	influentially
envious	envious	envious	envious	envious	envious
mediocre	mediocre	mediocre	mediocre	mediocre	mediocre
mediocrity	mediocrity	mediocrity	mediocrity	mediocrity	mediocrity
rarity	rarity	rarity	rarity	rarity	rarity
rarefy	rarefy	rarefy	rarefy	rarefy	rarefy
rarefaction	rarefaction	rarefaction	rarefaction	rarefaction	rarefaction
rareness	rareness	rareness	rareness	rareness	rareness
susceptible	susceptible	susceptible	susceptible	susceptible	susceptible
susceptibility	susceptibility	susceptibility	susceptibility	susceptibility	susceptibility
improvable	improvable	improvable	improvable	improvable	improvable
nativity	nativity	nativity	nativity	nativity	nativity
genius	genius	genius	genius	genius	genius
accessory	accessory	accessory	accessory	accessory	accessory
accomplice	accomplice	accomplice	accomplice	accomplice	accomplice
malefactor	malefactor	malefactor	malefactor	malefactor	malefactor
felonious	felonious	felonious	felonious	felonious	felonious
perpetrator	perpetrator	perpetrator	perpetrator	perpetrator	perpetrator

Correct form	1st test	2nd test	3rd test	4th test
appliance	appliance		appliance	
instigator	instigator	insugator	instugator	
instigation	instigation	insugation	instugation	
incitement	incitment			
incriminate		incrimeate		
criminally	criminally	crimially		
PUPIL B				
infinite	infenit			infinitesimal
infinitesimal	infentesible			
ignominy	ignemine			
ignominious	igeminious			
martyr	martor			sacrificial
martyrdom	marterdom			
sacrificial				
mechanism	mechanism			mechanest
mechanic	meccanic			intelligence
mechanical	meccanical			intelligible
machinist	mechinest			
intelligence	intelligible			
conception	conception			
conceivable	conceaveable			
barrier	barier			barrior
ostensible				
malignancy	ostensable			
malignity	malignacy			malignanty

[illegible]

Correct form	1st test	2nd test	3rd test	4th test
mechanism	A	mechanism		
mechanic		mechanic		
mechanical		mechanical		
mechanist	B	machinest	mechanist	mechanist
intelligence	S	intelligial	intelligence	
intelligible			intelligible	
demonstration			demonstration	
demonstrable	E		demonstable	
demonstrator	N	concevable	demonstator	
conceivable			concevrble	
barrier				
ostentatious	T	barrior		
ostensible		austentatious	austentatious	ostensible
malign		austensible	maline	
malignant		maline	malign	malignant
malignancy		maligncy	maligncy	
malignity		malignty	malignty	malignty
enmity		malignty		
wealthy		wealthy	wealthy	
avoidance		wealthy	avoidnce	avoidance
influential		influential	influential	
influentially		influentially	influentially	
envious				
mediocre		medeoce		
mediocrity		medeoceity	mediocrity	
rarity		rarety		
rarefy		rarity		
rarefaction		rarityfaction		

[illegible]

Correct form	1st test	2nd test	3rd test	4th test
ostentatious	ostentatious	ostensible	ostentatious	ostentatious
ostensible	ostensible	ostensible	ostensible	ostensible
malign	malign	malign	malign	malign
malignity	malignity	malignity	malignity	malignity
passion	passion	passion	passion	passion
passionate	passionate	passionate	passionate	passionate
wealthy	wealthy	wealthy	wealthy	wealthy
avoidance	avoidance	avoidance	avoidance	avoidance
influentially	influentially	influentially	influentially	influentially
mediocre	mediocre	mediocre	mediocre	mediocre
mediocrity	mediocrity	mediocrity	mediocrity	mediocrity
rarefy	rarefy	rarefy	rarefy	rarefy
rarefaction	rarefaction	rarefaction	rarefaction	rarefaction
rareness	rareness	rareness	rareness	rareness
susceptible	susceptible	susceptible	susceptible	susceptible
susceptibility	susceptibility	susceptibility	susceptibility	susceptibility
talented	talented	talented	talented	talented
genius	genius	genius	genius	genius
abetter	abetter	abetter	abetter	abetter
accessory	accessory	accessory	accessory	accessory
malefactor	malefactor	malefactor	malefactor	malefactor
offence	offence	offence	offence	offence
felonious	felonious	felonious	felonious	felonious
perpetration	perpetration	perpetration	perpetration	perpetration
perpetrator	perpetrator	perpetrator	perpetrator	perpetrator
appliance	appliance	appliance	appliance	appliance
instigator	instigator	instigator	instigator	instigator
instigation	instigation	instigation	instigation	instigation
incitement	incitement	incitement	incitement	incitement

The tenacity with which special misspellings persist is evident from the following data relative to those words which were missed on both the first and the last tests.

TABLE VI

Pupil	Total number misspelled	Identical mistakes on 1st and 4th tests	Different mistakes on 1st and 4th tests
A	11	2	9
B	11	5	6
C	5	4	1
D	10	6	4
	<hr/>	<hr/>	<hr/>
Total..	37	17	20

Table VII, giving the results of the two intermediate tests while B was absent, shows further how misspellings tend to persist.

TABLE VII

A—15 words twice,	3 in the same way,	12 differently
A—15 words three times,	none in the same way,	15 differently
A—11 words four times,	none in the same way,	11 differently
C—10 words twice,	5 in the same way,	5 differently
C—12 words three times,	5 in the same way,	7 differently
C— 1 word four times,	none in the same way,	1 differently
D—17 words twice,	5 in the same way,	12 differently
D— 9 words three times,	4 in the same way,	5 differently
D— 9 words four times,	5 in the same way,	4 differently

Again, we may take only those words which were missed on the first test, spelled correctly on a sub-

sequent test, and then lost again before the conclusion of the experiment. We may classify them according as the later misspelling was or was not a repetition of the first error. A's list of errors shows five such words, in only one of which the original error recurred; C's list shows five such words, in four of which the original error recurs; D's list shows a recurrence in one of three possible cases. This evidence seems to leave no doubt respecting the persistence of errors in spite of focalization upon them, and reaction by the pupil in various ways calculated to eliminate them. A misspelling shows a tendency to recur even when the correct spelling has been gained, and it is *usually the initial error in spelling a word that persists*.

The reader has probably noted that A's records do not agree in any large degree with those of the other boys. The original errors were not reproduced by A as frequently as were certain subsequent ones. The reason for this is interesting. The experimenter's diary shows that A was often unable to pronounce on one day what he had tried to spell the day before, that he gave very curious and erroneous pronunciations of the real word, showing that he was guided very largely by the phonetic elements of what he had written, from which it is to be inferred that he spelled pretty accurately what he heard, but that he did not hear correctly. When one repeats an error, one does so because of one's

An apparent exception to the rule of persistence

habit of response to a stimulus already experienced. But when a pupil has very little idea of the sound of a word the first time he meets it, but keeps on gradually working out the phonic elements of it until he gets the true pronunciation of it in mind, he is not subjected, as his learning proceeds, to the same stimulus when the word is pronounced for spelling. And so, if the stimulus has been changed, the response naturally is different. Now, a detailed study of A's lists shows just this general characteristic—a gradual growth toward the correct spelling. Some of the words which he never did get right were worked out of an unintelligible form into one where it is plain to see what he was driving at. Several words, such as *sacrificial*, *influential* and *susceptible*, were missed four successive times, but never in the same way. Rarely was there a word missed four times that was not nearer right at the finish than at the start.

In the face of these facts it seems reasonable to conclude that if the original error in spelling can be avoided, much of the problem of acquiring correct spelling will be solved. But how may this be accomplished? Manifestly its accomplishment depends on an appreciation of the reasons for original errors, and for the persistence of errors. Obviously two factors are of chief importance. First, there is the actual source of error, as discussed in the preceding chapter. Second, there is the "set" given by the

**Why errors
persist**

graphic execution of an incorrect form. Teachers of drawing, instrumental music and penmanship attach importance to the persistence of motor habits; instructors in physical training and successful coaches of athletics give much preliminary attention to "form." In the demand that pupils rewrite a specified number of times each word missed in spelling, some teachers have shown their belief in the permanence of impressions of hand-motor responses. But at best this latter type of work is a sort of locking the door after the theft has been committed. A few graphic or oral repetitions of the lesson in preparation are worth many repetitions after the harm is done.

It is undoubtedly a mistake to permit a child to write a spelling lesson he has not prepared. In schools where there is no special time given for the preparation of the spelling lesson, or where in high schools the attainment of a certain grade in spelling for a term excuses a pupil from further pursuit of the branch, or in cases where the pupil is careless and receives no penalty for missing, except the trifling one of writing the wrong words correctly below the lesson—under all such conditions there are many who write without studying. Thus mistakes are made which a very little study would have prevented; and if they are not corrected until the next day, as often happens, there is incorporated in the nervous system a response it will take many times the energy to uproot that it would have taken

to get the thing right in the first place. No matter how long we may work on words once misspelled, we can hardly ever be sure that the fault will not return. So instead of refusing to let children write their spelling lessons because they have not the regulation blank or have forgotten pen or ink, we ought to apply a really fundamental test—"Have you faithfully studied this lesson?"—keeping in mind that while an unprepared pupil may possibly attend other recitations to his profit, he may participate in the written spelling class only to his own harm.

The life history of a few individual words studied throughout these tests may be indicative of the

**The life history
of certain words**

factors entering into the spelling process. Two words, *machinist* and *malignity*, were never spelled correctly by any one on any test, though perhaps few adults would have designated them as the hardest of the list. *Machinist* showed persistence of errors with B and D, and identity of error twice between A and C. The skeleton *m-ch-n-st* was always retained except for A's peculiar *mechanious*, which appeared once. Though A and D made some progress, B and C did not. The three vowels, *a*, *e* and *i*, filled in the spaces in all sorts of ways. The obscurity of the vowels in the word prevented the proper arrangement of *a* and *i*. Doubtless *e* crept in because the word was taught as a member of the "family" of words starting with *mech-*; and as might have been

expected, it appeared more frequently in the first syllable than elsewhere.

The efforts to spell *malignity* showed but little more success than in the case of *machinist*. Great confusion arose because of *malignancy*, leading to the impression that the desired word was *malignanty*. There was a strong persistence of the original error with C and D; but A worked out everything correctly except the first vowel, ending finally with *melignity*. It is interesting to note that he had to pass through the *-nanty* stage on the way. Here again it seems that the "family" grouping in the presentation of the words was more of a hindrance than a help. It is a well established principle in psychology that two associations interfere less with each other and are less likely to become confused, if one is thoroughly mastered first than if both are in the formative stage at the same time. If the acquisition of a word is accelerated by associating it with other members of its "family" when all are new, why should it not be after certain members of that "family" have become familiar?

A few other illustrations will show more plainly the nature of the struggle which we are here considering. Take the work of A on *intelligible*. His first rendering—*intellegable*—might have been expected, considering the obscured vowels; and it was so written a second time. Under instruction directed upon the points of difficulty, one of the vowels was fixed correctly, and A wrote on the

third trial *intelligeable*. The troublesome *e* had been displaced, but not eliminated. The stress was now all shifted to the one point still needing change, and the boy next wrote *intelligiabile*. The *i* had been forced in, the *e* forced out. Further instruction would probably have eliminated the superfluous *a*. A greatly improved *accessory* on his second writing, and would have had it correct on his third trial, but one of his former difficulties returned, viz., the substitution of an *s* for a *c*. The last time he got rid of it again and held the rest securely. While C was casting out one error in *ostensible* a former one (substitution of *c* for *s*) returned.

Such are the vicissitudes in the conquest of a hard word. The opposing forces sway back and forth much as two battle lines fighting for a strategic point. Even if the teacher places equal stress on all parts of the word, the pupil will feel a particular stress at the point of error. Adults feel some such stress for years after being checked up on a pronunciation, spelling, or date in history. This stress may be just sufficient to break the old association, or to establish the new one. In the first case, the incorrect letter goes out, and its place is left vacant, or more likely it is taken by something that to the pupil seems probable, as in several of the spellings of *machinist*. This was C's state of mind when, in answer to a question regarding his mistake, he said, "I know *where* it is, but I don't know *what* it ought to be." In the second

case, the proper letters are brought in, but the erroneous ones may not be eliminated, hence the former may be displaced considerably, and float around as it were, like *p* in A's spelling of *susceptibility*. His first three spellings of the second syllable were *-pect-*, *-cept-* and *-pet-*, but on the last trial he had it correctly, *-cept-*, with all other mistakes corrected at the same time.

Two or three errors in a word are not likely to be worked out at one and the same time, for the **Errors eliminated one at a time** pupil probably does not feel sufficient stress in two parts of a word of ordinary length. If a public speaker should emphasize every second or third word, proper emphasis would be destroyed for his hearers. After a period of practise, the word may be written with improvement in some respect, and when the attack begins again the stress is no longer experienced at the old point. Yet when the word is written again and another error corrected, the former error may recur. It is always situated at the youngest and least stable part of the word-association, and may be expected to assert itself now and then. Such a recurrence should not be regarded as occasion for discouragement and censure; the error will be dispelled more easily this time than before, and it will be less likely to return.

There may be designated then four principal stages in the mastery of a word, instead of the two

Four stages in word mastery usually distinguished,—right and wrong. First, there is the stage in which a word may be classed as well established incorrectly. This is by far the most serious stage. The pupil invariably uses the same misspelling; and the first sign of improvement dates from the moment when the misspellings begin to vary. The word is now in the second stage, and may be said to be partially established incorrectly. In the face of further treatment a casual right spelling may appear, but it may quickly disappear. The third stage has now been reached, and the word is imperfectly mastered correctly. Additional practise will lead to the fourth stage—well mastered correctly. Lapses then rarely occur. All children do not pass through all these stages with reference to every word they can spell. Most people never exhibit the worst stage (well established incorrectly) except with reference to a few words. Prolonged practise between tests may even cause a certain stage to be skipped as far as can be seen. The advantage of such an analysis is that it indicates what teachers may expect from exceptionally poor spellers, or from any who have made a bad start with certain words. This sort of clinical practise can be greatly diminished through improved technique of presentation, and more accurate grading of words. Then the weeds of original error will not be permitted to grow so rank.

There is need before this subject is left to take some account of a phrase which teachers use very freely, viz., the “mastery of a word mastered?” (in the sense of spelling, of course). It would be better if we interpreted this expression in a relative rather than in an absolute sense. Most adults have had the experience of forgetting or becoming uncertain of the spelling of a word, which for years has been perfectly under command. This happens with simple and common, as well as with complex and uncommon words. Such evidence, together with the tests described in this chapter and in the next, and the experience of every teacher, indicates that we do not know just when a child has fully mastered a difficult word, so that it will always abide with him. But happily we can generally tell when he is making progress in its mastery.

In this connection it may be noted that mastery of a word may be more complete and lasting in one “modality” than in another. To illustrate: one of the writers has the experience that under conditions of fatigue he sometimes loses confidence in the writing of certain words; but if he spells them *aloud*, so that vocal and auditory familiarity are brought in, he never fails to recall immediately the correct spelling. Ordinarily there is no hesitation in deciding whether or not words are spelled correctly by the way they *look*, or *feel* in writing; but mastery in these modes is less permanent than in

the vocal and auditory modes. But with some persons it appears to be just the other way; they rely in times of doubt or stress upon visual or graphic rather than upon auditory or vocal familiarity. Still other persons who have been questioned in regard to the matter by one of the writers declare that one mode is not more secure or reliable than another; uncertainty as to the writing of a word is not relieved by spelling it vocally, or *vice versa*. Probably people differ in this respect according as they are predominantly of the visual or auditory or motor-graphic or motor-vocal type, or as they have through early training and use come to rely mainly upon one mode or another in spelling.

CHAPTER V

COLUMN VERSUS CONTEXTUAL SPELLING

THE second experiment carried on with the four boys already mentioned was undertaken in the hope of gaining some data bearing on the problem of the outcome of spelling in sentences as compared with spelling isolated words. Some easy portions of *Robinson Crusoe* were dictated, and the boys were asked to copy them. Two days after this dictation work, the group was given a column test based on the dictated material. Reversing the process, a test was given on isolated words selected from an account of the Chicago fire. This was followed a couple of days afterward by the dictation of an account of the fire.

The words seemed simple enough, so that pupils of grammar-school grade should be familiar with them, yet there were a number in both selections that appeared strange to all members of the class. They indicated this by asking, for instance—"Is the word 'despër-

ate'?"—or by requesting the experimenter to "say it slow." The latter tried his best to give the conventional pronunciation, speaking all words plainly and with moderate speed. In the column tests, it was necessary to insure that the pupils understood the words by having them defined, giving their opposites, or illustrating their use with a brief sentence. The purpose kept in mind in this work was to determine (1) whether words might be spelled correctly in column and missed when used in sentences, or *vice versa*; and (2) whether the boys experienced greater difficulty with one kind of spelling than with another. Much interest has been taken in these problems during the last few years, and many persons have freely expressed their opinions regarding them; but so far as the writers are aware, no tests have heretofore been made to get precise data bearing upon the problems.

About sixty words were taken for the column test each time, while the dictated selections included about three hundred twenty-five words each. The spellings given in Table VIII include only those words of the column test which were missed by some one either in column or dictation. All other words are omitted to save space. Blanks denote correct spellings. For the guidance of the reader, the true word is sometimes inserted in parentheses to aid in identifying the misspelling.

TABLE VIII

EXTRACT FROM ROBINSON CRUSOE			
PUPIL A	PUPIL B	PUPIL C	PUPIL D
DICTATION COLUMN	DICTATION COLUMN	DICTATION COLUMN	DICTATION COLUMN
will-to-do (well-to-do)			wished (wished) happy
becuase	ferther	furthur	sadisfied further satisfy
incomnation	incolination (inclination)		lead
stronghly	lead	lead	lead (led)
intreaties	stronghly (strongly)		
fatile	entreties		fatel
	fatil		directly
miseray	diriconly		miseray witch (which)
	misory		missurary
	missory whitch befal		
	chambter (chamber)	moring (morning)	
stated	staid (stayed)		were (where)
prospet	prospect		grout (gout)
	riasing		cir.....
	seariously		seriesly
	rasing (raising)		propect

fortions	forchion	weathy (wealthy)	happyness	happyness	weathy
despate	wealthy	desporate			
serch	sechrsh		surch	surch	
expernce	expernce	expernce		midile	
enveid	enved				
beggers	beggers	beggers		beggers	
condicion	condision			ment	ment (meant)
ment	ment				
proverty	proverty (poverty)				
diswade	diswade	deswade	disuade	disswade	diswad
seesit	secdst	sease (cease)		seace	seace
				(foolish)	foulsh
deply	deaply	deaply			
affected			afected	afected	
resouved	resoved		resouved	reselutions	
revolutions	resolousion				
oppretonite	opportunity	eny (any)	runing (running)	opportunity	opportunity
persented	opportunity		opportunity	opportunity	persented
remand	remaned		remained	remained (remained)	engage
			ingage	egage	
refusse	refuss (refuse)				
business	....? (business)				
lern	lean (learn)				
reguard	reguard	reguard	reguard		
	display				

DESCRIPTION OF CHICAGO FIRE

PUPIL A		PUPIL B		PUPIL C		PUPIL D	
DICTION	COLUMN	DICTION	COLUMN	DICTION	COLUMN	DICTION	COLUMN
affectually	consomend (consumed)	affectually	affectually		effectually	utility	affectually
runse	parish			topled	topled	topled	topled
reclessly	runse		parished (perished)	auful	aufull		ruines
contence	contence	contence	contence	contence	contence	contence	contence
scarsely						completely	completely
reallys	reish (risk)			relize		destroyed	destroyed
egerness	egermous	eagerniss				scarcly	sec.....
fulled (felled)							relize
growned (ground)						forhead	egerness
strange	strange						
minest	mines		stronge (strong)				
	minace	minas	minas (minus)				
hunderds	repleasc (replace)						
	hunderd					hunderds	lying
	fling (flying)					appearance	appearance
appearance	appearance					picturest	pictureck
pisturesk	pictures	picturesk	picturesk	pickturesk	pickturesk	picturest	pictureck

flattering bride (bridge)	flattering	flattering	(omitted) flames (flames) extensive	(omitted) extensive	extensive holesale
extensive	expensive	holesail			emploies
holesale	holesail	emploes			
rappedly	emploes	buisly			
emp....	bully				
buisly	porsion				
porsion	safety (safety)		safety		
safety (safety)	intence	intence (intense)	intence	safety intence	safety intence
abanden	aband				
emence	emence	emence	emense	immence	immence
millian	emence				
insurnece	insunences		insurence	inveloped	insurence enfeloped
	invelopt	gunpowde (gunpowder)	inveloped	inveloped	
perviously	preveously			priveously	
basemunt	terrific		bacement		
terrift	terific		explosion		
exporsion	figmuns (fragments)			explosion	
figmuns	scaterd	scaterd			
scaterd	woned (wounded)				
woned (wounded)	maming	mame	maming	maming	mame(maim)
mame	maming	mame			

80 THE CHILD AND HIS SPELLING

The errors given above have been tabulated in Table IX. The columns are headed in Roman numerals, Column I including those words which a subject misspelled in the same manner on both column and dictation tests. Column II includes words spelled differently in the two tests, but missed in both. Column III shows words spelled rightly in the dictation test, but wrongly in the column test, while Column IV presents just the opposite record, i. e., the number wrong in dictation but right in column. So Column III shows cases of apparent superiority of the dictation method, while Column IV shows cases of apparent superiority of the column method. In the last two columns have been noted the number of words which, right in one test, were wrong in the other, the mistake consisting of the omission of a single letter. The presumption is that nearly all of those in Columns V and VI show a mere lapse, not genuine misspelling. Column V gives those right in dictation but wrong in column, Column VI gives those wrong in dictation but right in column.

Each figure in the first column exceeds the corresponding one in the second, except for pupil A, who reverses this order for both selections. Slightly more than half of the one hundred three words missed in both column and dictation were repeated errors; and if A's record be ignored, over two-thirds were repetitions.

In only one case is a figure in Column III larger

TABLE IX

Pupil and Selection.....	I	II	III	IV	V	VI
A.—Robinson Crusoe.....	4	17	5	9	.....	3
Chicago Fire.....	11	16	6	10	1	1
B.—Robinson Crusoe.....	5	4	3	8	1	4
Chicago Fire.....	10	2	3	3	.....	2
C.—Robinson Crusoe.....	4	2	1	5	.....	3
Chicago Fire.....	5	2	3	11	2	3
D.—Robinson Crusoe.....	5	3	7	11	2	2
Chicago Fire.....	9	4	8	5	4	1
Totals.....	53	50	36	62	10	19
Subtracting Columns V and VI from III and IV respectively.....			10	19		
			26	43		

than the corresponding figure in Column IV. The first impression made in reviewing these results is that the tendency to miss words in column which were right in dictation is to the tendency to do the reverse as 36 to 62. Thus column spelling appears to have an advantage as to accuracy. But the words in Columns V and VI should first be subtracted from the totals of Columns III and IV respectively before we may say that we have any real measure of the tendency of actual errors to be committed. The standard of spelling on the whole seems to have been influenced somewhat by the change from

**Two methods of
measuring loss
by transfer**

contextual to isolated spelling. This is most truly represented by the difference between twenty-six and forty-three, or seventeen words. This difference of seventeen words is what we may call the *actual loss in efficiency*, which, when compared with the total number of test words, sixty for each selection, or four hundred eighty for all the group, is three and fifty-four hundredths per cent. Or we may measure the same thing by another criterion. If the loss is seventeen words, there has been an increase of about ten per cent. in the *frequency of errors*, since the total number of words missed by all the class was one hundred seventy-two.

The data presented thus far would be held by many as illustrative of the principle that a word
The conventional conclusion spelled in column may be more or less useless in actual writing, and that therefore the formal spelling of isolated words does not insure their correct spelling when the child tries to use them in expressing his thoughts. Those taking this view would insist that the difference in the two situations, one of them formal, the other dynamic, is so wide that transfer can not take place.

It may with equal validity be urged that the context dictated to a child *may* be just as formal as
Genuine dynamic spelling the words taken from it and spelled in column, and that the situation becomes dynamic only when he writes to express *himself*. Special effort was made in the experiment just described to choose material that

would be appreciated by the group, but A showed by what he said that the writing of the dictation was for him a "grind," and the reactions of the others indicated that they regarded it in the same light. For this reason another test was planned.

After a period of seven weeks during which the group had not met with the experimenter, two of them, C and D, were secured for a series of exercises. To throw them off their guard, it was explained that the old matter of spelling would be laid aside, and attention would be given to facility of expression. Subjects for composition were assigned and outlined somewhat in detail. Both boys expressed themselves as better able to write on the topics presented than on anything they could suggest. Then they were allowed a certain amount of time, and told to write as easily and rapidly as possible. When the papers were received, lists of words misspelled were selected from them, and others correctly spelled were added to such lists. These were spelled in column, with the explicit statement that while some of them had been missed in the compositions, others had not. Table X shows misspellings taken from the themes of C and D on six different subjects (totaling nine hundred one and fifteen hundred ninety-two running words respectively), and the subsequent column tests based on the themes. All words passing from right on one test to wrong on the other by the omission of a single letter or the substitution of *n* for *m*, are

84 THE CHILD AND HIS SPELLING

italicized, to indicate mere lapse rather than genuine error as the probable cause of the trouble.

TABLE X

<i>Composition.</i>	PUPIL C	<i>Column.</i>
<i>launchs</i>	(launches)	
<i>fishs</i>	(fishes)	
<i>minows</i>	(minnows)	
<i>inchs</i>	(inches)	
<i>priciple</i>	(principle)	
<i>companys</i>	(companies)	
<i>sledes</i>	(sleds)	
<i>bubles</i>	(bubbles)	
<i>twards</i>	(towards)	
<i>succesful</i>	(successful)	successful
<i>hocky</i>	(hockey)	hocky
<i>frezes</i>	(freezes)	frezes
<i>thich</i>	(thick)	thich
<i>allready</i>	(already)	
<i>birth</i>	(berth)	
<i>bigest</i>	(biggest)	bigest
	(steamers)	steammers
	(pickerel)	pickeral
	(minutes)	minites

<i>Composition.</i>	PUPIL D	<i>Column.</i>
<i>tipy</i>	(tippy)	
<i>peir</i>	(pier)	
<i>minnoe</i>	(minnow)	minoe
<i>too</i>	(to)	

<i>Composition.</i>		<i>Column.</i>
tobogan	(toboggan)	tobogan
bottum	(bottom)	
freazes	(freezes)	
fruquently	(frequently)	
amunition	(ammunition)	amunition
truble	(trouble)	
throwen	(thrown)	
squarly	(squarely)	squarly
deceve	(deceive)	
afread	(afraid)	afread
excitting	(exciting)	excitting
stoped	(stopped)	
veiw	(view)	
pickeral	(pickerel)	
acrouse	(across)	acrouse
swiming	(swimming)	
universitty	(university)	
slott	(slot)	
minuetes	(minutes)	
interurbeen	(interurban)	intererban
tellephoned	(telephoned)	telaphoned
domb	(dome)	
	(smooth)	smoth
	(courses)	coarces
	(commonly)	commonly
	(steered)	steared
	(angleworm)	angleworn
	(either)	earther
	(railing)	railing
	(squirt)	squirt
	(firecrackers)	frecreakers
	(following)	fowlling

Summarizing the data of Table X we have Table

XI. The Roman numerals at the heads of the columns have the same significance as they did in Table IX.

TABLE XI

Pupil	I	II	III	IV	V	VI
C.....	5	.....	3	11	.....	6
D.....	6	3	10	17	5	5
Totals.....	11	3	13	28	5	11
Subtracting Columns V and VI from III and IV respectively			5	11		
			8	17		

C shows a difference of two words against the transfer of column to contextual spelling in a vocabulary of two hundred sixty-three words and a total of nine hundred one running words of composition; D shows a similar difference of seven words in a vocabulary of three hundred ninety-three occurring in a total of fifteen hundred ninety-two running words of composition. The very small loss in transfer by C on this test is due to his great care in composition, and the fact that he is always much more careful than D in his spelling. The decrease in *frequency of errors* in column over contextual writing, as derived from Table XI, is twenty-four per cent., counting no word twice for the same individual, a method of figuring which gave slightly under ten per cent. in the earlier ex-

periment with the four subjects (see Table IX). The *loss in efficiency*, nine words, as compared with the total number of test words—fifty-five—is sixteen per cent. as against three and fifty-four hundredths per cent. in the former experiment. The smaller figures for the first experiment are doubtless the result of the formal character of material dictated by the teacher. The writers would insist that the figures for the later experiment reflect more nearly the actual difference between the formal situation in column spelling and the dynamic situation in ordinary written expression.

The cause of this loss in transfer is the next thing that must engage our attention. If the two **Dispersion of attention** activities—isolated as contrasted with contextual spelling—be analyzed, certain differences appear. In the case of the former, the attention is concentrated on a few words, while in the latter it is distributed over a much larger number. Hence we should expect the mistakes to be increased in contextual writing. Suppose a boy can repeat perfectly the addition and multiplication tables. No one doubts that if he is required to multiply, for example, thirteen by twenty-four he will be more likely to give a correct answer than if he tries to add thirteen twenty-fours together. The processes in the last problem may not from one point of view be more difficult than those of the first, but the attention is distributed over a larger area, or rather is acting

for a longer time; hence the possibilities of its wandering are increased. So in the problem of spelling before us—the attention is not only called to a larger number of words; it is directed to the maintenance of a proper order of the words. They are dictated, by another or mentally by the subject, in groups, and the entire remainder of each group must be carried in consciousness while any word of such group is being written. Then there is the matter of punctuation and capitalization to be cared for. Further, the context is likely to present a line of thought to the pupil, and this may distract his attention. The greater rapidity of writing in ordinary dictated exercises also prevents the review of each word immediately after it is written, though such a practise is possible and customary in column writing.

But if a child is to spell correctly in his contextual writing, and at the same time execute successfully all these other matters, it is necessary that many of the processes should become relatively automatic. Otherwise he will never acquire sufficient facility in these operations to meet properly the demands of later life. Let us waive all academic discussion of the question of complete automatism in spelling, for its existence is disproved by the constant occurrence of lapses in the writing of all sorts of people. The matter of prime concern to teachers is the method by which the novice may be made

to pass from his habit of giving attention to the elements of words to the point where the formal processes in writing no longer occupy a focal position in consciousness.

Since the learner can apprehend visually a larger unit than he can execute mechanically, the sentence method, though applicable in teaching reading, would be utterly unsuited to a child in his writing. He begins by executing only the very shortest and simplest words, or even more frequently the isolated letters. But modern educational theory maintains that in teaching writing we should begin with the largest unit that can be executed effectively, so that an analysis of letters into their component parts should follow rather than precede the writing of the letter as a whole. Thus it comes about that the mere thought of a letter will call forth its complete execution much sooner than could possibly be the case if the elements of the letter were first mastered in isolation and then combined.

While the pupil is gaining this facility prerequisite to written spelling, he has supposedly been acquiring a fairly ready command of the literal elements of many short words by means of oral spelling. This knowledge should come through practise on the words as wholes, with only minor emphasis on syllabic elements of words of more than one syllable.

Automatic execution of the literal elements

Oral spelling first

Some teachers insist on keeping the written spelling up with the oral spelling from the start, but the possibility of such procedure is somewhat doubtful, and its economy is still more so.

When the new problem arises of combining oral knowledge and graphic knowledge into successful **Automatic control** written spelling, there will be for **of larger units** a time considerable hesitation and a profusion of errors. Teachers now need to be both painstaking and patient. Work of a contextual character, however, must soon begin, or the child will not come upon the necessity of thinking in larger units than single words. In fact, some persons grow up unable to compose and write at the same time with any degree of effectiveness, and a major reason for such an unhappy condition is probably the fact that they were not put to the preparation of free spontaneous composition at a sufficiently early age. Nevertheless, throughout the period when the pupil spells mainly in written composition new words should first be introduced separately in order to secure some degree of familiarity with them. Even adults who have become highly proficient in written expression must usually consider a new word carefully before they can run it off easily in their writing. The same principle must be economical as well as psychological for a child. At the same time, it should be said that only by building

up in the child practically automatic series of the greatest possible length can we release consciousness for the performance of functions that never can become automatic.

Before closing this sketch of the development of habit in spelling, we should perhaps observe that **Universality of the principle** the principles mentioned apply in many fields of work. As the eye of the musician becomes trained, it takes in a constantly increasing number of notes at a single "pulse" of attention. The typist progresses from a mastery of literal, through syllabic and verbal, to phrase unities. But the evidence gained from the learning of telegraphy is the most concrete and convincing of all. The curve of improvement of students of this art and their personal testimony as regards both sending and receiving, show that the succession of clicks which indicate a letter is at first their problem. Later, they begin to think of the word transmitted. Finally they send and interpret in phrases, and cease to attend to separate clicks. Moreover, between each of these stages there is almost invariably a more or less extended period of no apparent improvement.

To resume—in the matter of the difference in efficiency between contextual and isolated spelling, **Lack of transfer unavoidable** it is apparent that a pupil will generally, spell more accurately in column, even though his entire training has been

on contextual spelling. Spelling of long and difficult words especially demands so much conscious attention that in the third stage of mastery they will be executed incorrectly more often in contextual than in column spelling; while the number of lapses in words in the fourth stage of mastery will always be greater in the former than in the latter mode of spelling.

Since spelling is not usually recognized as a standard high-school subject, and since many defective spellers are annually promoted into our high schools, it has become customary to give all freshmen a spelling test (in column, of course) at the earliest practicable date. Those who are not able to make a certain grade on this test are assigned to the "spelling hospital," as some have termed it, where they languish until they prove able to meet certain requirements. The most common prerequisite for discharge from the "hospital" is the attainment of a certain grade in the spelling lessons for the term. Colleges and universities very often honor similar customs by observing them. Promotions from year to year in the elementary school depend on the "averages" shown by the "spelling blank" and possibly the passing of the "final," which consists of fifty to a hundred words. A better method would be to base decisions in these matters on the showing a student makes in the written papers he submits in all his

work. It will be granted certainly that the proof of spelling efficiency is found in correct writing of words in their usual contextual relation. Words should not be left until this can be done; it is the clenching of the whole process.

CHAPTER VI

METHODS OF PRESENTATION

VARIOUS studies have recently been made by American, French and German psychologists of the relation between presentation and memorization.* All sorts of materials have been used. Most of the tests have been made on only a few subjects, and the conclusions have been conflicting to some extent. This might have been predicted for several reasons. Learning to spell involves association between sounds and letters in all the phonetic combinations; second, it involves pure memorizing in the case of non-phonetic combinations, such as those containing silent letters or elided vowels; third, it involves relatively permanent retention, which is a very different thing from immediate recall in all learning processes, as was seen in a discussion of this matter in Chapter IV. The different experimenters have used materials which varied in these respects. If the foreign pronunciation is used, learning to

* The work in this field has been reviewed by Henmon, *The Relation Between Mode of Presentation and Retention, Psychological Review*, XIX, 79-96. See also Burnham, *The Hygiene and Psychology of Spelling, Pedagogical Seminary*, XIII, 474.

spell foreign words evidently violates the rules of phonics already familiar to the pupil; but if he be permitted to formulate his own rules of phonics for an exercise, the non-phonetic element disappears, thus introducing a wholly artificial situation as far as English spelling is concerned. Nonsense syllables are all phonetic, and nouns and numbers are learned without the operation of the phonic element, the associations consisting of quite vivid imagery entirely aside from the visual form or the sound of the words memorized. Then, too, many of the experimenters measured only immediate recall. While all of these activities are more or less similar to spelling, none of them, therefore, is spelling.

The study of this problem, as stated in Chapter IV, was the first one designed to be taken up with the group of four pupils mentioned above. But since the first experiment developed in another direction, it now became necessary to plan a new start. The third experiment with the boys is representative of the type of work that must be done over and over again in order to answer the question of retention and recall as related to mode of presentation in spelling. A series of sixteen lessons was given by four different methods, each method being employed four times. The four types of presentation occurred in an invariable order, so that no particular type came always on the same day of the week. Absence of one pupil or another resulted in ex-

tending the sixteen lessons over twenty-four school-days. The lesson studied each day was written at the close of that day's exercise, and mistakes were corrected before adjournment. The ordinary period for studying and writing a lesson was between twenty-five and thirty minutes. The words were selected just as they came in a certain modern speller. On the eleventh and twelfth days after the last lesson was presented, the whole list was spelled in column.

The ten words for each day were always written on the board in syllables, and with the accent marked; a brief definition was put after each; the experimenter pronounced the list, and had each boy pronounce it after him. So far all lessons were uniform in presentation, but thereafter they began to diverge. On one day the boys wrote at the board, while the next day they memorized the words at their seats. This method gave an opportunity to test graphic versus oral methods of study. Then for half of the lessons studied both graphically and orally, the words were written or spoken in sentences only, and so written on the test at the close of the hour. During the rest of the time isolated words were studied, and they were written in column as the test for the day. So the four types of study might be termed graphic-contextual, graphic-column, oral-contextual and oral-column. The class was not so well pleased with the contextual as with the column

lessons. Often they would ask—"We don't have to write them in sentences to-day, do we?" The contextual work seemed to conflict with their idea of studying spelling, and there is no doubt it ran in opposition to their school "spelling habit." Consequently a boy would sometimes be observed practising on the test word contained in a given sentence, instead of writing the sentences as given him. The boys' dislike for this sort of work made the experimenter feel that the contextual method did not get a fair trial. This shows, for one thing, how wide is the gap in the mind of the typical boy between *learning* and *using* spelling.

In Table XII is shown the number of errors on both the daily tests and the final test.

TABLE XII

DAILY TESTS

	Lesson type Graphic		Lesson type Oral		Total
	Contextual	Column	Contextual	Column	
Pupil A	3	..	..	..	3
Pupil B	6	..	5	1	12
Pupil C	1	..	2	2	5
Pupil D	4	..	1	..	5
Total	14	0	8	3	25

FINAL TEST

Pupil A	24	31	25	19	99
Pupil B	9	8	12	12	41
Pupil C	6	11	6	10	33
Pupil D	9	12	11	10	42
Total	48	62	54	51	215

The astonishing increase of errors on the final test may be thought to demonstrate that all the **Effectiveness of the training** teaching had been ineffective. It may be said that the group if given the final test without preliminary training would scarcely have missed a greater proportion of the one hundred sixty words. But there are at least two reasons for believing that the training had a beneficial effect. In the first place, a large number of words shown by the experimenter's diary to have given trouble in the daily study were spelled correctly on the daily tests, and many of them were still spelled correctly on the final test. The influence of the immediate correction of errors also was evident, since of the twenty-five words missed on the daily tests only fifteen were missed by the same persons on the final test, and of these fifteen only one was misspelled the same way both times.

Comparing now the results of daily and final tests, we find that the efficiency of the different types of **Comparison of methods** presentation in the daily tests is almost exactly the reverse of that in the final test. The graphic-contextual type changes from fourth to first place, and the graphic-oral from first to fourth place. In the daily tests the contextual appears inferior to the column method in the ratio of twenty-two to three errors. But this large number of errors in the graphic-contextual and oral-contextual should hardly be regarded as the inevitable accompaniment of context-

ual spelling, because no such striking relation was shown in the experiments described in the previous chapter, and because the class recognized clearly in the context the words on which they had been drilled, and doubtless wrote them with all the care usually taken with words in isolation. Their carelessness in the study of the contextual lesson must have been the cause of the errors. However, on the final test the contextual presentation was slightly superior.

The reason for the "slump" on the final test is not far to seek. It seems plain that intensive study of ten fairly difficult words, terminating in practically perfect immediate recall, is no criterion of real learning for spelling purposes. The pupil holds the words for the moment almost as in a memory span, and is tested on his receptivity rather than his retentivity. Yet a large part of all spelling work in the schools is apparently of this snap-shot order. Thus the boy A is an excellent speller *in the spelling class*, but not elsewhere. All the experiments show it, and his teacher confirms it.* The other boys show the same tendency, but not so markedly. Two weeks seem a sufficiently long period for pupils to lose a spelling lesson as fully

* One of the writers often thinks of the German girl in a district school who exceeded him in "headmarks" in the course of the term. But on examination day his turn came. The artificial daily superiority of his competitor had vanished, and he counted two or three "headmarks" in a single recitation while she shed bitter tears.

as they are likely to lose it in a much longer time. Such a view is upheld by the division of the lessons shown in Table XIII, in which it is shown that the final test occurred from forty-five to forty-nine days after the original presentation of lessons one to four inclusive, and of the forty words comprising those four lessons, A missed twenty-seven on the final test, B missed ten, etc.; and so on with all the lessons:

TABLE XIII

LESSONS	Days between lesson and final test	E R R O R S				
		A	B	C	D	Total
1- 4 inclusive.....	45 - 49	27	10	7	6	50
5- 8 inclusive.....	28 - 35	31	13	7	14	65
9-12 inclusive.....	21 - 28	18	12	13	11	54
13-16 inclusive.....	12 - 19	23	6	6	11	46
1- 8 inclusive.....	28 - 49	58	23	14	20	115
9-16 inclusive.....	12 - 28	41	18	19	22	100

It is evident that the method of presentation is not the determining factor, but that it is subordinate to the vital element of time. This problem is doubtless to be solved by the proper use of the review,

The oral presentation showed temporary results in its favor, and retained on the final count also the slender advantage of one hundred five to one hundred ten. But an analysis of results indicates that the superiority of the oral over the graphic is an in-

Processes in
graphic and
oral spelling

dividual matter rather than a general one. For A the oral is far better; for B the graphic clearly excels; for C and D there seems to be no choice. This does not consider the visual element; for provided the study is from script, the visual factor is the same in both cases. The contrast is between two types of motor activity, the hand-motor and the articulatory, though the auditory element is necessarily involved in oral spelling. Some children, however, spell almost constantly with their lips while writing, even when, for purposes of experiment, they are forbidden to do so. B does this a great deal. That there may be so small a difference between the actual processes in oral and written spelling has not been generally recognized. All investigations of absolutely pure types of presentation have interest only for the psychologist; for the teacher they have little significance, since apparently no child will ever use a pure type in study unless blindfolded, bound or gagged.

The point that has been urged in favor of the oral method is the fact that an error is detected as soon as made, a point which our discussion thus far has more than once emphasized. This advantage can not be gained in written spelling except when there is adequate and careful supervision of study. We have already said, however, that written spelling is the final test of spelling efficiency, and it is certain that there is not full transfer from oral to written

**Advantages of
each method**

ability to spell. It may further be said to the disadvantage of oral spelling that it confines the pupil practically to the column as against the contextual method.

It should not be forgotten that in neither the graphic nor the oral methods of teaching spelling is **Showing a pupil his error** it certain that a child will on his own initiative become conscious of his errors and remove them. The boys in these experiments proved this repeatedly. When one boy misspelled a word orally and another spelled it correctly after him, the first often could not state what his error was or even where it was. When one on being asked to respell a word missed at first spelled it correctly, he could not tell what was the trouble with his first spelling. When a word was written incorrectly, by accident perhaps, and the writer of it and others who had written it correctly were called upon to locate the error, they were exceedingly slow in finding it, or they failed altogether. This was probably due to the fact that they examined the word as a whole, just as adults do in reading.

The only sure way for a pupil to correct an error is for him to do the thing himself, under guidance when necessary. Too much of our attempted correction of spelling errors has been based on the assumption that one pupil, or perhaps the teacher, can correct the errors of another pupil. One can correct only one's own errors, not those of another. In writ-

ten spelling, teachers ought to require that each pupil should correct his own error by rewriting the word correctly *from the first*. Errors in oral spelling must be treated in the same way. Pupils, too, should always show *where* their errors lie; but it is not insisted that they should reproduce the incorrect forms. By the exercise of care in certain directions, it should be possible to utilize oral spelling occasionally all the way up through the grades. It may release erroneous associations without delay, break the monotony of the written lesson, and become a device for the arousing of some healthy rivalry of a kind that does not always impress one as he views the class writing its lesson.

CHAPTER VII

SPELLING EFFICIENCY AND COMPOSITION

IT has been more or less generally believed that spelling ability bears a direct relation to the quality and the quantity of one's writing. To ascertain the relation between spelling and composition, a concluding experiment was undertaken with C and D. Facility in composition was held out as the aim of the work, in order to insure freedom on the part of the boys, and to eliminate the effect which the personality of the experimenter might have on the subjects' consciousness of spelling.

For eight days the boys were met a half-hour each morning, and six compositions were prepared, the topics being "Boating on Lake Mendota," "Fishing Around Madison," "Coasting in Our Town," "Other Winter Sports" (principally skating, snowballing and hockey), "How I Spent the Fourth" (of July), and "Our Trip to Colorado." These boys had grown up in the hilly city of Madison, which is surrounded by lakes; their own home is on the shore of Lake Mendota; and their experiences had

been much the same. The composition on the "Fourth" was written July tenth, so all details were still fresh in their minds. The trip to Colorado had been taken by both boys together the preceding summer. Each boy said more than once that his subject was larger than he could exhaust in the given time. To reduce the delay in getting started in writing, and to increase spontaneity, there was a brief discussion of each topic in advance; and this resulted in a short outline being placed on the board. To illustrate: in the first composition the writers were urged to put themselves in the place of a boy living in a flat prairie country at a distance from any body of water, except the creek or community "swimming hole," and to describe all those things very familiar to them, but new and interesting to the imaginary correspondent. They were directed also to describe the different kinds of boats on Mendota, the structure and motive power, and the advantages and disadvantages of each for special purposes.

The following tables show certain facts with regard to the six compositions. In the first two columns of Table XIV are given the **The data gathered** total number of words in each composition. In the second two appear the additions to the vocabulary previously employed by each writer in this series of compositions. Columns V and VI were secured by dividing Columns III and IV by Columns I and II respectively, and multiply-

ing the result by one hundred. Thus they represent the addition per hundred running words of composition to the vocabulary previously used in this series. The top figure in Columns III-VI inclusive is high, of course, because no words whatever are left out of consideration. In the other figures the common words already used are eliminated, and the effect is steadily intensified.

TABLE XIV

AMOUNT OF COMPOSITION VERSUS BREADTH OF
VOCABULARY

Composition	Running words		Addition to vocabulary previously employed		Addition per 100 running words to vocab. previously employed	
	C	D	C	D	C	D
First.....	141	199	66	77	47	39
Second...	127	132	43	42	34	32
Third.....	137	143	28	38	20	27
Fourth*...	181	370	52	92	29	25
Fifth.....	116	327	37	67	32	20
Sixth*....	199	421	37	77	19	18
Total...	901	1592	263	393	29	25

In Table XV an attempt has been made to compare accuracy in writing with the amount written. In the first column are listed for the entire series the number of mechanical errors, such as omission of words and the use of the wrong word, as *a* for *as*

* Fifty minutes were given to compositions four and six. In tallying the vocabulary, all forms of a verb were regarded as one word; also both numbers of a noun. All compound words of doubtful unity were reckoned as two words; likewise all adjectives and the adverbs to which they give rise. All proper names were discarded.

or *an*, *the* for *them*, and other lapses. In Column II the same data are given, but with reference to the length of the compositions. In Column III the total number of genuine misspellings in the compositions is given, followed in Column IV by the relation of misspellings to breadth of vocabulary used. But there may have been a number of lapses included here still, especially when a word did not occur elsewhere in the entire series of compositions to give the writer an opportunity to set himself right. Such is probably the case; otherwise the figures of Columns V and VI would not be so much less than those of Columns III and IV respectively. The table can not be derived, of course, without employing the totals of the first four columns in Table XIV.

TABLE XV

AMOUNT OF COMPOSITION AND BREADTH OF VOCABULARY IN RELATION TO LAPSES AND MISSPELLINGS

Pupils	Lapses		Different words misspelled in compositions		Different words misspelled in both the compositions and subsequent column test	
	Total	Per 100 running words of comp.	Total	Per 100 words of vocabulary	Total	Per 100 words of vocabulary
C	18	2.	19	7.22*	5	1.90
D	49	3.08	28	7.12	10	2.54

* C's slight inferiority here is due to the fact that many of his occasional misspellings were probably lapses. Note his marked superiority the rest of the way through the table.

The first fact to attract the investigator's attention in the course of the tests was the delay of C each day in starting to write. Of **Organization of ideas** course, D showed some hesitancy, too, a characteristic even of older students when they are called on to write upon any new theme. There is always a preliminary pause for the organization of ideas. But even with previous discussion of the general subjects treated, and exhortation "just to tell it right off," this delay in C's case amounted to from five to eight minutes each day. For this reason, the last two topics were chosen with a view to offering a change from description to narration in writing. But the advantage of the change was not evident; the disparity between the two boys seemed to be widened. The investigator was confident that when the "Trip to Colorado" was carried over to the second day, C, being right *in medias res*, would get readily to work; but the usual pause was observed. This, the first of several factors, will account for from ten to fifteen per cent. of D's broader vocabulary.

Again, C, as related in Chapter VIII, was troubled by his spelling conscience. In the entire course of the experiment, D never once **The spelling conscience** asked how to spell a word. He simply wrote it as he thought it ought to be, or, as he once put it, "without doing any thinking at all." This, by the way, has been his attitude throughout. He writes down a word the first way it comes into

his mind, and does not often make a change. C, on the other hand, deliberates and worries over many words, and he can often see two or more ways in which a word may be spelled after he has written it. While C spends time in serious reflection, D goes swiftly along expressing his thoughts without much regard to spelling.

A third factor which interfered with C's writing was his attention to good form and exactness of statement. He would object, for instance, to saying two feet if three would seem to be nearer the truth. But though D did not bother about exactness, still his statements appeared to be just as exact as C's, possibly because he had a better command of number, or more vivid imagery. The best proof that D did not stop to consider these matters was his failure to ask questions of the investigator, which C often did. C in oral expression showed the same tendency to consider carefully before he spoke. Whenever he made an error in his composition or formed a letter wrongly, he had to erase; but D would write the correct form over the incorrect with little regard for appearances. At the close of the experiment, each boy was asked to write in his exercise book, "This is my best handwriting." This effort, contrasted with the legibility of their general writing, made it plain that C executed up to his standard more closely than did D. D's compositions would be illegible in high degree, if one should

try to make out isolated words, while C's were perfectly and easily legible.

Another factor closely connected with the last one mentioned is writing *tempo*. Copies of a simple extract from Stanley's *Travels in Africa* were given the boys, and they were directed to copy it for twenty-five minutes as fast as the requirements of legibility would warrant. The quality of writing submitted by the boys on this occasion was much the same as that appearing in their compositions; but the words on the average were considerably longer. C copied two hundred eleven words and D two hundred ninety-one words in the twenty-five minutes. It does not seem probable that in any composition period, C ever wrote over half as many words as he could have copied; but D did somewhat better. Probably neither would have felt in his composition writing the limitation of his speed in handwriting, except for the lack of automatism in spelling.

In actual spelling efficiency, as noted in this test and numerous others, C is plainly superior to D, whether the method be oral or written, isolated or contextual. D's errors are from twenty-five to one hundred per cent. more frequent. D wrote seventy-five per cent. more than C in a given period of time, and used a vocabulary about fifty per cent. richer. If we take the first nine hundred running words

**Rapidity of
writing**

simple extract from Stanley's *Travels in Africa* were given the boys,

**The results
summarized**

whether the method be oral or written, isolated or contextual.

of D's compositions, we find a vocabulary of just four words less than the total for C, though the latter has the advantage of one more subject in such a reckoning. D is far superior in both facility and variety of expression. There also appears to be greater initiative, individuality and life in his work, greater sincerity in his treatment of a theme, more of concrete statement, and more interest felt by the writer in what he writes. In respect to form alone is he inferior to C.

It therefore does not appear, so far as C and D are concerned, that actual spelling efficiency is a dominant factor in producing facile and effective writing, or that it introduces variety by enriching the vocabulary. Time lost in organizing ideas, consciousness of spelling difficulties and pitfalls, and unnecessary stickling for form and exactness, are far more important forces in determining effective written expression, or the reverse.

CHAPTER VIII

SOME SPECIAL FACTORS IN SPELLING

IT is proposed to bring together in this chapter a number of facts gathered in the entire course of the experiments and not mentioned in the preceding chapters. Incidental to the collection of the spelling papers and other information which formed the basis of Chapter II, the university and the high-school students were asked to describe the method by which they had learned to read. Instructors were told how to explain the question. The answers were as follows:

TABLE XVI

Method of learning to read	No. of cases		Average on spelling test	
	H. S.	Univ.	H. S.	Univ.
Alphabetic	32	25	68	85
Word or sentence....	6	10	65	83
Phonic	15	9	59	81
Combination of meth- ods	4	11	83	89
Answers indefinite or lacking	12	15	56	86

The frequency with which the alphabet is taught at home at an early age, and the combination of

methods in school may be responsible for the confusion and uncertainty in the answers of some of the students. Many older people can sympathize with the one who wrote: "I do not remember how I learned to read. It seems as if I have always known how."

To the adult who will take time for introspection, it will be apparent that he does not grasp a new word as a whole, but proceeds analytically from the start. He sees it not as a complex unit but as a compound of essential elements. These he unites to form the word; but the syllable may be an intervening unity with some. But is this the experience of one who is well advanced in reading before he learns his letters? Will not one so taught always tend to acquire new words as wholes, which may do very well for reading but not for spelling? The troubles encountered by one who takes an habitually phonetic attitude toward words, most of them so unphonetic as they are in English, are surely very great. Whatever be the best method of teaching reading, we must assume that spelling is going to be hampered by any method which does not train a child at first to see the various letters in a word and to execute them in their proper order regardless of their sounds. The students examined in this investigation who worked from the phonic or the word-sentence over to the alphabetic method in reading at an early stage made the best showing of all in their spelling. Their rapid progress in their reading had

evidently promoted the acquisition of an effective vocabulary, their sense of phonics had been developed, and they had learned to resolve words into letters.

The extent to which fear of making errors affects one in spelling is interesting and important. In the **Fear of making errors** group of four boys already referred to, C was much the best speller of the group in the beginning, and he possessed a high degree of self-confidence. But his own mistakes, and the numerous and grotesque ones of his fellows observed by him at every exercise, gradually undermined his assurance, and seemed to interfere with his efficiency. At the last, he was only slightly superior to B and D, in contrast with his marked superiority at the start. In his compositions, he came to ask aid in spelling easier and easier words. One of the writers has felt the same sort of disturbing influence as a result, apparently, of the continued examination and comparison of misspellings in the course of the present work. Both C and the experimenter came out of the series of tests injured rather than benefited in their spelling, as far as freedom and self-confidence are concerned. A, B and D did not seem to anticipate trouble as C finally came to. They appeared not to have developed a fear of a misstep that might happen at any time, as C did.

A special precaution should be referred to here. Work on the correction of mistakes should be a

Seeing and hearing mistakes matter of individual instruction whenever possible. It is serious enough for one to have to look over his own errors, without having to see those of others. B was peculiarly susceptible to mistakes made in his hearing. In his study of a lesson, he might not have any trouble with a given word, but in the test a little later he might produce the same misspelling as that made by another in the study period. Of this trait he seemed wholly unconscious. But in contrast with C, he appeared able to recognize this as a personal weakness, when he was reminded of it, and to labor consciously and efficiently for its eradication.

B and C showed that they both often attempted to "reason out" their spelling. They tried to decide **Can one reason out a spelling?** one word on the basis of others, saying—"It seems as if it would be spelled like this word or this one." B once asked how the order of *i* and *e* in a certain word could be remembered. The investigator explained that it was just the reverse of a similar word, and an exception to the rule. D suggested that one ought "just remember it." As a result of this attitude, B and C drew many analogies from other words. B wrote, for example, *prestidge* (suggesting *bridge*), *dishartened* (using *hart*), *inborne* (using *borne*), and *holesail* (showing double confusion of homonyms). The other boys did the same thing, but to a less extent.

Auditory similarities between words do not appeal to some persons at all, though such similarities are prominent with others. B and C would often in a joking way make clever rhymes of the words of the lesson, and others. Any spelling device based on the meaning of words did not appeal to B, because he spelled in terms of sound. To illustrate, he spelled *frustrate* without the first *r*. He was shown the difference in the pronunciation of what he had written and what he should have written. The mistake seemed to amuse him greatly, and after class he ran about writing on the board "fuss straight." Few would have thought of such a combination. When some of the class had trouble with the first two syllables of *malefactor*, it was suggested, in harmony with the meaning of the word, that most malefactors were of the *male* sex. This device, B pointed out, might lead to *mailfactor*. Hence he missed *malefactor* on the final test. To remedy *derth*, it was suggested that he think of the word made by leaving off *d*, *earth*. This stuck by him, because it was based on sound. In respect to auditory spelling, A works in contrast to B and C. A never relies on mere sound in spelling, unless the word seems wholly strange and he has nothing but the sound to guide him. Three times each, C and D spelled *malign* as *maline*. Although A could not spell the word correctly, he never once omitted the

g. Unlike B, he never spelled with his lips when he wrote.

We must not from this description of differences infer that there are spellers who rely wholly on one sort of imagery. Dominance of
No pure types certain types must be recognized, but that is as far as one may go. People frequently talk of “eye-spellers” and “ear-spellers.” But there was no pure type in the group studied in these experiments. When A spelled *meaver* for *neither* and was asked what he had written, he pronounced *meaver* as any good speller would have done. There is probably no such thing as a strict unphonetic speller. When a word is strange, one will always spell as it “sounds.” Again, B and C have both said time and again that “it doesn’t *look* right.” One of the writers knows of one peculiar case which must have approximated the pure visual type. A foreign schoolmate who spoke English very well became much interested in spelling, and studied her lessons diligently. If the teacher should pronounce first to her the second word of the lesson, she would probably spell the first. And this was in an oral spelling class. The fact that the class was being conducted according to the auditory-articulatory method did not affect the pupil’s exclusive reliance on visual imagery.

In Chapter III several typical sources of error were discussed with respect to their cause and fre-

Dominant type of error quency. Continued work with a few subjects reveals the fact that the frequency of occurrence of any type of error varies widely for different persons. The disposition of some to rely largely on analogies has been mentioned. Other cases in point are the mistakes due to failure to double a consonant, and those resulting from the unnecessary doubling of a consonant. A, B and C are much more likely to make an error by not doubling the consonant than the opposite, while D does just the reverse. A has a way of catching the wrong pronunciation of the word, perhaps leaving out syllables; and he will invert the order of two successive letters in either oral or written spelling. Another failing of his is the frequent interchanging of *s* and *c* when they have the same sound. The elided vowel is a constant source of difficulty, and made trouble for each member of this group.

The old-fashioned oral spelling made a fetish of syllabication, while the new-fashioned written spelling in many schools often ignores syllables completely. Words are written as wholes in the spelling lesson, because they are to function as wholes in actual use in the future. Some of the spelling text-books do not present words syllabicated for study. The useful purposes which syllabication may serve have already been pointed out; but the question arises whether the visual images of words are not con-

fused by having the words chopped up into pieces, in which form they will not be used in real life. C did not seem to have any preference in the matter, but there was some complaint from A and B to the effect that words studied orally with the syllables written apart did not look familiar when finally written as wholes. Probably the advantages of syllabication may be gained without any of its disadvantages, if the words are presented in syllables, but written at least once as wholes before any test is imposed. For unless he is a pure audile, if there is such a type, the pupil needs while studying a word to see it as it is finally to appear.

In the course of these experiments some effort was directed toward ascertaining the correlation of **Traits that make good spellers** spelling ability with other simple traits. This was prompted by the desire to discover the cause of A's curious spellings of the more difficult words, and his failures with the more simple ones. It had been suspected that this boy had defective vision, since he had been observed frequently rubbing his eyes. He was strong in all his school work except spelling and oral reading, though his articulation in conversation was defective. An optician had pronounced his vision normal. The Snellen test showed A, C and D to have both eyes of normal acuity, but B's right eye was below normal. The simple test for astigmatism indicated that B has some trouble with his left eye and C some trouble with both. This may assist

in explaining C's frequent omission of a letter here and there in a word. The "A" test—the simple canceling of all A's on a page of letters with the pupil working at maximum speed—placed B first, C second and D third, with respect to both speed and accuracy. A was fourth in speed, but ranked between B and C in accuracy.

Attention was then directed to the hearing of the boys. A had written in an early lesson *improve* for *improve*. After some questioning it was found that, though the word had long been familiar to him and had been used by him, he had always thought it was *improve*. This, coupled with his phonetic pronunciation of his misspellings of various new words, suggested that he had some degree of deafness. But in a test with Seashore's audiometer, an instrument for grading very delicately the loudness of sounds, he was apparently able to detect a fainter sound than any of the other boys. This was preceded and followed by several tests on ability to discriminate or identify the sound heard. Both letters and simple words were tried. The general result indicated that A's discrimination was only slightly inferior when the proper apperceptive basis was laid. For instance, if it were announced that the choice were to be made from the letters of the alphabet or from a specified list of simple words, he would hold his own; but if the choice were made from a wide range of simple words, and he were given no cue beforehand, he would fall behind the

others. Memory span for letters and for words, viz., ability to reproduce accurately a series immediately after it is presented, did not vary much between the members of this group—not enough to explain spelling differences. In fact, the series of psychological tests on simple traits demonstrated nothing for this group that correlated at all highly with spelling ability, except possibly A's defective auditory discrimination.

PART II

THE SPELLING VOCABULARY

CHAPTER IX

POPULAR VIEWS OF SPELLING NEEDS

WE may now turn from the problems of learning to spell to the question of what should be taught in spelling. The typical layman, were he compelled to select a speller for his children, would probably give preference to that text which presented word lists composed of the more difficult and unusual terms. Evidence of this may be seen in the keen interest and appreciation shown by many adults in the successful mastery of "hard" words by the young. Within the last few months, observations have been made in different schools with special reference to the word lists of the spelling lessons. A number of lists used for tests or spelling matches in different parts of the country have been collected, and educational literature has been searched for opinions as to what constitutes a fair attainment in spelling for graduates of the elementary school. Public school-teachers and administrators of long experience have been interviewed, and the opinions of university professors engaged in studying the problems of education have been gathered. The

question put to all these persons was: How many words should a child be able to spell when he finishes the eighth grade? Estimates made by the various persons mentioned ran all the way from five hundred to fifteen thousand words.

The basis for making an estimate was learned in a number of cases. One person said one thousand words, because of his conviction that this number is considerably beyond the ability of many eighth-grade pupils as taught at present; and so we should be satisfied with one thousand. Two others gave an answer based on the assumption that one word per day with its inflected forms is as much as a child can learn. Another calculated about twice as many on the principle that a child can learn two words per day. Two men estimated from eight thousand to ten thousand words, one of them on the theory that the child should be able to spell from two-thirds to three-fourths of his reading vocabulary, the latter having been calculated by experiment. The principle implied in most of these estimates appears to be that a child needs to know the spelling of an enormous number of words, and that it is the duty of the school to have him master as many as possible. Some fairly close canvassing indicates that the average elementary speller contains upward of six thousand words, though there is great variation, as will be seen later. In most of our larger public schools, the spelling-book is supplemented by words selected from the child's

regular studies. A rough estimate of the number of words presented to the typical pupil of a first-class elementary school, for purposes of spelling, gives from eight thousand to ten thousand. It should be added that those school men who said that four thousand words or less would be a reasonable requirement had nevertheless made a practise of using in the schools under their supervision spellers containing the usual number of words. This is merely an additional indication of the lack of a critical attitude toward the problem.

Before proceeding to any examination or criticism of the content of these long spelling lists, it may be said that the purpose of teaching spelling should be to give the pupil the ability to write readily such words as he may have occasion to use in the typical situations of real life. We should keep clearly distinct at all times the three sorts of vocabularies—the reading, writing and oral vocabularies. Now, spelling relates to the mastery of the second of these—the writing vocabulary. Some reader may be inclined to hold that it is of value for a person to know how to spell all the words of his reading vocabulary. This would assuredly be true if there were any necessary connection between knowing how to spell a word, and recognizing that word when again presented, or recalling its significance. But there is no evidence to show that such a connection exists; indeed, plenty of evidence to the

contrary can be gained by any observant teacher any day in the schoolroom. For example, every experienced teacher knows well the constant struggle which is necessary to prevent children learning glibly the spelling of many words which mean nothing to them, while poor spellers often have no trouble in getting the meaning of the words of their text-books. Many people, too, become intelligent readers of a foreign language without learning its spelling to any extent. As to the oral vocabulary, it is no doubt much nearer the writing vocabulary in scope than is the reading vocabulary. But it is perfectly obvious that efficiency in the oral use of a word does not arise from a knowledge of its spelling. It is possibly true that if an individual mispronounces a word he will be helped sometimes if he be given its spelling; but if the word be unphonetic, and the spelling be impressed upon him, he is more likely to be hindered than helped in its pronunciation.

It is sometimes asked whether the brief focusing of a child's attention on the spelling of a word, even though he does not halt long enough thoroughly to master it, may not help in transferring it from his reading to his oral vocabulary. There are probably but two factors that determine the effective adoption of a word into one's oral vocabulary. They are the content and the pronunciation of the word. The content, however, must

come, not from the mechanical arrangement of the letters to form the word, or its spelling, but from its relation to other familiar words in the context. The pronunciation may be gained by the child from his knowledge of phonics, or it may come by imitating the pronunciation of another person. But attention given to the literal elements of a word in order to make out its correct pronunciation will ordinarily fall short of what is necessary in order to insure its correct spelling, except in the case of words so thoroughly phonetic that neither spelling nor pronunciation is at all difficult. Before the child can fluently use a word orally, he must grow accustomed to its sound as a whole, by hearing others pronounce it, and by pronouncing it himself, first in reading, then in conversation, so that he may come to *feel at home* with the word.

The foregoing statement of the purpose of teaching spelling should not be let pass without an additional word of explanation or qualification. By "words which the pupil will have occasion to write in the typical situations of real life," is meant only those which he will have need for after his school-days are over. The proper names found in Scott's *Lady of the Lake* and in the early chapters of United States history were a part of the spelling work in one class room which the investigator visited, yet none of the names in the list, with the exception of a few Christian names, is likely ever

**Immediate versus
ultimate values
in spelling**

to be written by more than five per cent. of the members of that class in later life. Practically all of the comparatively few who will make use of these words are those who will continue their study along special lines, or who will enter teaching. When the instructor of this class was asked regarding the motive in this work, she remarked, with some show of surprise at such a question, that "otherwise the class would not spell accurately in their papers on United States history and the written language work based on the *Lady of the Lake*." Now there is no support for the notion that appreciation of either history or literature is in any way linked up with the spelling of the proper names involved; indeed, there is much evidence on the other side. One of the chief dangers in the "incidental" teaching of spelling is to be found in the disposition to bring in more or less technical terms from the various studies, as in the case of history and literature. Of course, no one would countenance the conscious misspelling of any words by pupils. It would be advisable for them to come to feel that any word, no matter how rare, should be spelled correctly. On the other hand, the teacher should give the children the privilege of using the dictionary, or should inform them outright of the spelling of infrequent words, instead of including such in the regular spelling lists.

Let us now turn to a consideration of the lists of words found in spelling text-books. While every

**Pruning
word lists**

one is likely to agree to the general proposition that such lists as are at present taught contain some useless words, there is still a lack of agreement as to what should be omitted. For instance, a distinguished educator has recently said—"I have on file a very carefully selected list of twenty thousand words, no one of which a grammar-school graduate should miss. . . . It includes only forty-five salt and fresh water fishes." He is apparently counting as separate words all standard variations of the various parts of speech, except those adding *s*, so his list would probably shrink to sixteen thousand or seventeen thousand words if reduced to a dictionary basis by eliminating all these standard variations. Yet it is to some inconceivable that a grammar-school graduate will ever write the names of forty-five fishes, unless he becomes a catcher or raiser of fish, or an ichthyologist. What about the millions of our people who live far from the seas and the lakes? The same author writes a little later, "A good standard dictionary to-day contains over four hundred thousand words, not counting plurals of nouns and other standard variations. Of these a quarter would be useful to average men if they could learn them, which is, however, obviously impossible." We can not but regard this number of words as altogether beyond reason. One hundred thousand words useful to the "average" man! Shakespeare appealed to all sorts of men, irrespec-

tive of race, with only fifteen thousand; and Milton with a modest eight thousand was able to express himself in a wide range of literature of permanent value. Life, to be sure, is more complex to-day than ever before; but the limits of the ordinary man's mind still are set, and year by year increasing specialization decreases the range within which a modern man must make his adjustments. In addition to this, one may be led to very erroneous conclusions by comparing an "average" man of the twentieth century or any other time, with the Miltons or the Shakespeares who have played so prominent a rôle in building our language.

There are two fundamental objections, implicit or explicit, that one will meet in attempting to cut down our spelling lists. The first is the exaggerated notion, just alluded to, of the use an "average" man has for a big vocabulary. This arises partly from the fact that in passing on the eligibility of a word for a place in the spelling lists of an elementary school, one almost habitually bases his judgment upon his feeling as to whether he personally has ever used that word in written communication. This is not to be wondered at, since to each of us our own experience is easily accessible, and that of others is usually remote or unknown.

The second difficulty encountered in pruning word lists lies in the prevailing domination of our

Reasons for opposition to curtailment of vocabulary

elementary by our secondary schools, and our secondary by our higher institutions. Each higher institution has felt justified, until very recently at least, in prescribing for the lower school the subject-matter which is thought necessary to prepare a small portion of its membership for the superior school. The new movement to make courses of study adapted to the needs of the majority rather than the minority of pupils in the schools has thus far had no effect worth noting on spelling. In the pursuit of an inquiry relative to the spelling needs of elementary-school pupils, the writers have met with such suggestions as that they should cover the correspondence of an ex-senator, or study a newspaper of national reputation, whose columns are filled by highly trained writers. An intelligent lady argued tenaciously that the term *Mukden* (of recent military significance) should be taught because the child "may have to write it some time." No one has proposed that Cherokee or Apache, or even Spanish, Igorrote, Chinese or Hindu be made a compulsory study in the elementary school because some of the children may become interpreters or missionaries; yet the probability of the latter is surely much greater than that a considerable number of future United States senators, metropolitan newspaper correspondents, or writers of world history are sitting in every schoolroom in the land.

Of course, in all education of whatever grade, we must take some chances. If one be given a

special education he may prove a misfit, and may harm rather than help society; or the child or youth may die before he reaches his productive years, thus entailing not only a heavy family loss, but a large social one as well. On the sociological side, at any rate, education can never become an exact science. There is nothing we can teach a child and be *certain* that it will function later. The best we can do is to select our materials in such a way that there will be a high degree of probability that they will all be of service in the later life of nearly all the pupils. This is the more true since one hears constantly the complaint that the program of study is overcrowded, and that many subjects really worth while have to be omitted. No one of special vocational or professional aptitude or inclination should ask to have the course for all distorted in order to minister to his peculiar needs. But if it becomes apparent that a large percentage of the pupils of a school are destined to enter a particular calling, classes may be formed for instruction in the essentials of this special business; and among those essentials may well be included the spelling of a number of technical words relating to this calling.

CHAPTER X

DETERMINING THE WRITTEN VOCABULARY OF TYPICAL AMERICANS

HAVING in view the matters discussed in the last chapter, the writers have undertaken an investigation of the spelling needs of American children. Not many attempts of this character have yet been made; but recently a survey was made of the word list employed in the issues of several Buffalo Sunday papers.* It was discovered that in about forty-four thousand running words of composition taken from the newspapers in question, about six thousand different words and forms of words were used. This number would shrink perhaps a thousand or more if reduced to a dictionary basis, as already defined. The astounding fact appeared that seven words constituted over one-fourth of the whole number. Chancellor attempted to ascertain from a number of letters that came to his desk the one thousand most important words.† This when reduced to a dictionary basis

* Eldridge, *Six Thousand Common English Words*. Niagara Falls, N. Y.

† *Journal of Education*, May 26, 1910.

shrinks to eight hundred eighty-three words. No detailed statement, however, is made as to the manner in which the study was conducted, or as to the business and education of the correspondents. The list is not arranged in a strictly alphabetical order, consequently about a dozen words are repeated. No note is made of the comparative frequency of the different words, so that one is left in doubt as to whether frequency was actually studied at all.

An interesting study of this matter was made recently by the Russell Sage Foundation.* The

**Ayres' study
of spelling
vocabularies**

results were published in February, 1913, within about a week of the time that the writers con-

cluded the task of tallying the frequency of occurrence of all words in over two hundred thousand running words of correspondence according to a method to be described presently. Doctor Ayres selected the first word of each line in two thousand letters chosen from a variety of sources. In this way twenty-three thousand six hundred twenty-nine words were tallied out of a total of one hundred ten thousand one hundred sixty. The total number of different words and different forms of words occurring one or more times was found to be two thousand one. Of these, the five hundred forty-two occurring six or more times were published in the order of their frequency. Seven hundred fifty-

* Ayres, *The Spelling Vocabularies of Personal and Business Letters*.

one of the two thousand one occurred but a single time. Although the present study is in several respects different from that of Ayres, his data will be used as a check and basis of comparison at a number of points.

In searching for a standard to employ in estimating the writing vocabularies of typical individuals in American life, and in discovering what words are found most commonly in the written expression of ordinary people, it was finally decided to use the family correspondence of a group of adults. It would be a safe guess, probably, to say that most of the spelling needs of nine-tenths of our people relate to correspondence of a varied nature with relatives and friends. Ordinary business correspondence is attended to by stenographers, or is almost a negligible quantity as far as spelling is concerned. It is moreover of a stereotyped and usually quite technical character. For every kind of business and for every profession there are special needs; but in these we are not interested, since it is spelling for the common school that we are considering. It is likely that Ayres' lists do not quite indicate the needs of most people, because it is probable that in his study family correspondence was neglected, to the exaggeration of the importance of business letters. *Sincerely* shows a frequency of one hundred forty-two, *truly* of one hundred sixty-six, *respectfully* of sixty-three and *love*

How to find the needs of the "common people"

of only sixteen. Since the average length of the letters examined was only fifty-five words, surely no great proportion could have been of a family character, and only a very few could have dealt with the "tender emotion."

In the present investigation it was determined not to include a large amount of correspondence between particular friends, because they often have only a single line of interest. The vocabulary of such correspondence would therefore tend to be highly specialized. For a like reason, the correspondence of immature persons has not been used in this study to any great extent. The child's interests are not those of an adult. Many of the responsibilities of the latter are not felt until one's majority is reached. No doubt the framing of a course in spelling for elementary pupils should include a number of words which an examination of the spontaneous compositions of children of different ages shows to be useful in child life, but which plays only a small part in the average adult's consciousness. This matter is discussed fully later on.

But after all it is family letters that tend more than any other form of correspondence to call out a vocabulary dealing with the whole range of human interests. Family correspondence is not open to the usual valid objection to composition tests of spelling, viz., that the writer avoids some words, the spelling of which is uncertain, and selects others whose spelling is known. The errors which the

investigators found in much of the correspondence examined were not calculated to betray reserve or embarrassment over spelling. When a word was needed, the correspondent proceeded to *spell at it*, if it were unfamiliar. On the other hand, there is in adult family correspondence no endeavor to diversify one's vocabulary for the production of special literary effects, such as characterizes all writing for publication, and renders it valueless for our present purpose.

In collecting the material for investigation, the conclusion has been reached that spelling has distinctly declined in importance in the last generation, and is still declining. It is entirely possible that if the present tendency continues for another century, the spelling reformers and their opponents will have only a skeleton to fight over. This result has followed from the decay of letter-writing, which in turn is the result of various social changes. Any one who will take the pains to make personal observations can verify every point that is made hereafter relating to the decay of spelling needs.

Among the conditions that have produced the changes referred to may be mentioned first the plentifulness of newspapers, magazines and books. Books and magazines supply the intellectual stimulation which the daily, weekly or monthly mail once furnished. Those who migrate to a new home, leaving behind acquaintances, friends and relatives,

often have the local paper follow them at a nominal cost. Or if they do not subscribe, the "home-folks" bundle up the papers occasionally and forward them, naturally without writing, because that would entail additional expense for postage. Those in the new home may not send their own local papers regularly to the "home-folks"; but any items of special interest they clip out and enclose in a letter. Or if anything in the way of a story or witticism impresses them as unusually good, it is cut out and sent along too. The clippings often constitute the bulk of the letter.

In the second place, there is vast improvement and greater freedom in means of communication. Postal rates have been lowered, not for first-class matter only, but for all classes of mailable matter. The use of telegraph and telephone is coming within the reach of more and more people. Without cost, or for a few cents at most, people can telephone some distance across country or from town to town, transact business, or reach decisions that by correspondence would require several letters. Travel is increasing out of all proportion to population. Annual vacations, holiday rates and all sorts of excursions are substituting visiting and personal conference for letter-writing. Friends a hundred miles or two apart may not write for months; but once or twice a year they may come together and visit over their joys and sorrows.

Again, the changing status of women in the home

and new business methods, are shifting the burden of letter-writing. Though the mother was in the early days the teacher and intellectual leader of the family, her other responsibilities were much heavier than to-day. She no longer goes into the fields to work; much of the family raiment is purchased ready-made; and more or less of the food is prepared outside of the home. With these changes, women have become to some extent a leisure class. They still do most of the reading and practically all of the writing for the family. A rather extensive inquiry among friends and acquaintances has shown it to be impossible to secure more than perhaps one-tenth as much written matter in general from the pens of men as from those of women. In this inquiry, households were found where men, perfectly able to write, do not, from pure disinclination to undertake the task, produce a letter from one year's end to the other. They confine themselves to signing legal papers. Professional men, possibly from their greater facility in expression, are less derelict in this connection. Yet as many of them as can afford it are known by stenographers to dictate much of their most private correspondence as well as their business letters. In these times a scholar can write a book without doing any spelling himself.

Lastly, the development of the post-card as a means of communication has proved highly destructive of letter-writing. Special cards are issued for

Thanksgiving, Christmas, New Year's, Valentine's Day, St. Patrick's Day, Easter and so on. At such times it is the custom to "remember everybody." If the intervals are unduly long, the "remembrance" comes to hand in the form of some local view or comic card. The most novel and extreme form is the short letter already written for the correspondent. "Arrived at Kalamazoo on the ... inst." The writer fills in the date. Then follow a number of statements, such as "Like the town," "Am well," "Having a good time," "The boys (or girls) are good-lookers," "Remember me to the rest." After each statement is a place for "Yes" or "No," or check for "Yes," leaving the other spaces blank.

Many people, of course, are bound to be seriously disturbed at any movement that would tend to limit

No imminent danger of hampering the child a person's knowledge of spelling to the demonstrated demands of those living a generation ahead of

him. It will be asserted that if the art of written expression is on the decline, we should strive to train our children in the opposite direction, and not hamper them by reducing their writing vocabulary. All such persons should recall the fact that the decline of letter-writing is traceable to social factors, as has been shown. In no sense has it resulted from teaching the spelling of too few words. The truth of the whole matter is that every one who has finished the elementary school is carrying around in his head for years afterward

hundreds, if not thousands, of words that he never writes. And is it not possible that the learning of these words extracted from his short school-days valuable time which should have been devoted to really vital instruction that he failed to get because there was "not enough time"? Moreover, this large expenditure of time and energy in learning to spell has not apparently produced good spellers. If we want good spelling, shall we not put the pressure on the most vital words, instead of on the less vital, or non-vital ones?

Suppose that by a restriction of spelling lists a child should later find himself hampered with reference to a few words. They are all in the dictionaries, pocket editions of which are easily secured. Further, why can he not learn to spell a few words after he leaves the elementary school? Why not carry spelling through the high school and even the university if necessary? As a matter of fact all intelligent adults are learning to spell every now and then. Many words commonly written to-day were found twenty years ago in the supplement of the unabridged dictionary. It should be remembered that the business of the common school is to prepare children for the life of two decades hence, while school texts, more especially spellers, are apt to reflect the needs of many decades past.

CHAPTER XI

SOURCES AND CHARACTER OF DATA

IT has been the aim in this investigation to study individual needs rather than to secure a composite of the vocabularies of many persons, so the writers confined their request for correspondence to a limited number of persons—thirteen in all. Five of these persons were men and the other eight were women. Various degrees of academic training are represented, ranging from schooling equivalent to three grades of the present elementary school perhaps, up to a year of graduate work in a state university. Different sorts of interest and vocation are sampled in a fairly typical way. That the correspondence examined was not local or sectional in its character may be inferred from the statement that it bore not fewer than forty different postmarks from widely separated portions of our own country and from some foreign lands. This variety of environments should be of assistance in gaging demands for the spelling of proper names, though travel plays slightly too important a part to make the letters truly typical. Of course, it is under-

stood that no person knew at the time of writing that any of his work was to be utilized in this study.

For the sake of completeness and definiteness, the following brief account is given of each of the thirteen persons at the time they produced the letters used by the writers:

S., fifty-six years of age, mother of a family. Her education was probably equivalent to the course of an ordinary elementary school. She contributed twelve thousand running words, written to her adult children and their families.

P., daughter of S., aged twenty-seven, mother of a family. Attended high school and took one year of university work. A voluminous letter-writer, accustomed to recount all the details of family life. Contributed forty thousand running words, taken from her letters to her mother, husband, brother and other near relatives.

C., husband of P., aged thirty. Had high-school education and completed a technical course at the university, now a civil engineer managing a factory. Contributed five thousand running words, taken in about equal portions from letters to his wife and her relatives on the occasion of a trip to California.

W., son of S., brother of P., aged twenty to twenty-five. Graduate in state university, teacher in public high school. Contributed forty thousand running words, written to his wife mainly before, but in part after, marriage.

H., wife of W., aged nineteen to twenty-four,

graduate of elementary school. Contributed forty thousand running words, written to W. mainly before, but in part after, marriage.

E., sister of H., aged twenty-seven, graduate of elementary school. Bookkeeper and stenographer. Contributed five thousand running words, written to her mother and sister.

N., mother of H. and E., aged sixty-four. Had meager educational opportunities. She says she never finished the third reader. Contributed five thousand words, written to her daughters.

A., aged sixty, mother of a family. Attended the academy of an earlier day, then spent three years in a seminary of good standing, afterward taught for several years. Contributed twenty-four thousand words, written to her sisters from her Connecticut home, later from England, France and Germany.

G., aged twenty-five, postgraduate in classical languages in state university of Middle West. Teacher in girls' private school. Contributed five thousand words, written to her mother, mostly with regard to social life and personal matters outside of school.

O., aged eighteen, high-school graduate, from a home of unusual intellectual and social opportunities and stimulation. Contributed eight thousand words, written to her parents while at home and away from home.

J., aged about forty, lawyer and public man in

a small city. Graduated from state normal school, and spent two years in law school. Contributed six thousand words, written to a public-school superintendent, on whose board J. once served. The letters were written before and after the two men had severed their official connections.

M., aged about twenty-three, graduate of state normal school, spent one year tutoring at Washington, then became principal of a city elementary school. Contributed five thousand words, written while serving in the two capacities above named. They were addressed to an older brother, also a teacher, but contained little "shop talk."

B., aged twenty-eight, spent two years in high school, and then took a course in the business college, is now a bookkeeper and stenographer in a wholesale grocery house. Contributed five thousand words, addressed to a brother, along business and personal lines.

Another kind of material utilized in this investigation came from three spelling-books described below. Their vocabularies were arranged alphabetically that they might be checked up with the vocabularies of the correspondents, and with one another, in order to discover the underlying principle, if any were followed, in the selection of materials for the spelling text-books of to-day, and to test readily the validity of such principles by the concrete material derived from the correspondence. Two of these spelling texts appeared in 1908,

and one in 1912. They are published by two leading text-book companies, and one of the books might, perhaps, be considered the most-used elementary spelling-book in the country. These three texts were chosen because it was believed that they exemplified the better, not the poorer, attempts in modern text-book construction. They will hereafter be referred to as Spellers A, B and C.

Speller A is divided into two books, giving work stated to be for grades III-VIII inclusive. "A large number of English words that present no difficulty.....have been excluded" (Preface). The publishers make the following claim for this book: "Only those words have been admitted which belong to the writing vocabulary of the average person. The many words that are known in reading, but that are seldom if ever used by the average man in writing, have been excluded. Words that present no spelling difficulty and need no study have also been omitted."

Speller B is divided into seven books. Just how it is intended that the work of these should be adjusted to the eight grades is not stated; perhaps the most reasonable assumption is that no book is allotted to Grade I. The feature of this book is the use in adjacent sentences of the words presented in the column lessons. ".....About six thousand words, not counting different forms of verbs and nouns, are thus presented in use. Excepting a few of the most simple words used in Books I and II,

no word is used in a sentence before it is given in the column..... About six thousand more words, classified as 'additional' and 'less common' words are given in columns following the regular sentence presentation" (Preface).

Speller C outlines work for the entire elementary course, except the first half of the first year. A large number of dictation and completion exercises are presented. Many of the former are selected from literary masterpieces, and contain large numbers of more or less uncommon words. A statement made in the introduction as to not requiring pupils to learn uncommon words evidently meant that any unusual literary names (those applied to literary characters, not the names of the authors themselves) should be omitted. Everything save directions to pupils has been included in calculating the vocabulary of this text. However, in the case of word-building exercises, the words actually found in the book, and not those built by the pupil, have been taken into account. The French and Latin words and phrases are marked in the text, "For reference only."

Test lists used in different parts of the country on important spelling occasions would not be of much value in this investigation. If judged by the criterion of their frequency of use in after life, they would be found wanting. However, one must not forget that the purpose of these competitions is not normally to

**No consideration
of test lists**

teach pupils how to spell, but to make them *fail to spell*, so that the question of personal superiority can be settled. Hence it is to be expected that comparatively rare words must be drawn in very largely before a decision can be reached. No one can doubt, though, that special test lists for everyday purposes in the regular school work should be graded carefully, that they should consist of words that people often use, and that a pupil's promotion in spelling should depend on his capacity for spelling words that he is later to use in expressing himself.

In the arrangement of vocabularies in this investigation, several rules of procedure have been kept in mind, and followed as consistently as possible. First of all, the dictionary basis has been adhered to. This has resulted in the appearance in every list of nouns in the singular number and nominative case only, though a few plurals appear in cases where the plural is the form habitually employed. The singular of no such word is then permitted in the list. The same policy is followed relative to another group of words, such as *news*, *afterwards*, *besides*, etc. But the various forms of the personal pronouns are so highly disparate that all variant forms are included, except *ours*, *yours* and *theirs*. Likewise only the positive degree of adjectives is included, except that the comparative or superlative occurs for the few which lack a positive form. So

also of verbs; the present infinitive is considered the root form. To illustrate, for the verb *to be*, the forms, *is, are, was, were, being, been*, are always checked as *be*. The justification for such procedure is, first, that it simplifies the problem; and, second, that an individual who has any real use for a root word will doubtless have also a real use for its inflected forms, though of course some of the derivatives may have a very different frequency of use from the root word itself.

In the second place, words of identical spelling and like pronunciation are not differentiated in the lists. For instance, *might* is always referred to *may*, whether it be the past tense of the latter, or the noun meaning power or strength. As far as dealing with the lists in spelling texts goes, it is impossible to tell, when we see *might* in a column, whether it is a noun or a verb. Hence we need to act similarly in dealing with correspondence. And while from some points of view it would perhaps be desirable to know whether in spelling we should stress *might* as a noun or as a verb, it is probable that as long as the phonic elements are the same, if the child learns to spell the word merely as one part of speech, he will spell it correctly in its other forms, barring a homonymic interference. Many simple words, like *hoe* (noun and verb), *pin* (noun and verb), etc., come under the principle just mentioned.

In the third place, words of identical spelling but

dissimilar pronunciation are included but once. This, too, was necessitated by the fact that words like *grease* and *canon* do not always have their pronunciation indicated in the columns of the spelling-book. Difficulty with or confusion in the use of such words can be obviated by teaching them with both their meanings and their appropriate pronunciations. This need not often involve the teaching of an uncommon word, or a common word with an uncommon signification, unless the teacher is injudicious enough to go outside his own reading vocabulary.

I, *a* and *o* have been excluded from consideration, for while they are technically words, they are also mere letters, and the question of spelling obviously does not enter in. All syncopations are entered as though written in full, except the single one, *o'clock*, which is standard and preferable to the full form on all occasions. A few of the more common apostrophized forms would have been included, had it been possible to tell where to stop; but *I'll* leads on to *I'd*, and *you'd*, and finally *who'd*, so all such forms were regarded as if the words had been written in full. In dealing with the correspondence, all abbreviations are treated as if written in full, except *Mr.*, *Mrs.*, *etc.* and *O. K.*, and the initials of persons. These latter are totally disregarded. The reason is that aside from *o'clock*, and the abbreviations just mentioned, the knowledge of the spelling of a word may be presumed

tō have preceded the knowledge of its abbreviation, and for the additional reason, that the abbreviation in all except the most familiar correspondence is not yet recognized as good form. Baby talk is excluded, but large numbers of colloquial expressions, if justified by the dictionary, are included. *The Standard Dictionary* has been used in determining the eligibility of such words.

Some arbitrary standard had to be recognized in the treatment of numbers, so it was decided to exclude from consideration all dates, all street numbers, all quantities of money expressed in decimal fashion, all hours of the day when in the standard form (e.g., 5:45), all numbers over one hundred, except round numbers like a thousand, ten thousand, or a million. Such a course seems advisable, because the exemptions made are properly expressed by figures.

All words with hyphens have been considered as two words. Foreign words and expressions scarcely naturalized have been kept in a segregated list in the examination of both spelling texts and correspondence. Proper names of every sort have also been segregated into a special list. They are noted as to frequency in all the correspondence, but not considered a part of the vocabulary of any person, since changing associations in the local environment will constantly introduce new names. Consequently proper terms are skipped in counting off the two hundred thousand words of correspondence. Words

which become proper names only in specific connections, as seen in the expressions, *Kansas City*, or *Franklin Street*, and even there retain their general significance, are not considered as proper names.

The vocabulary found in the correspondence of each person has been kept entirely separate from **The arrangement of words** everything else, so that, as explained above, we might gain some view of the extent of individual needs, and, what is still more important from the point of view of the public school, we might examine the general agreement or community of needs. Though the frequency of each word is given in the lists of this study, the words are not arranged according to frequency because, in the first place, if one examines a "frequency" list one finds it difficult to tell whether a particular word is present, to say nothing of the probability of clerical mistakes leading to duplications. With Ayres' list no doubt extraordinary care was exercised, yet in the published portions at least three words are repeated, which alters more or less seriously their position in the list. Second, a word which has a given frequency and is universally used should be given a more prominent position in the list than one which occurs somewhat more frequently but serves only three-fourths as many persons, showing that its idea is less universalized or permits of ready expression in other ways. In the present study, the word *big* has almost exactly twice the frequency of *busy*,

yet it does not occur in the letters of two of the thirteen correspondents, because its idea can be expressed by *large*. Neither of these two persons is among the three who fail to use *large*. But *busy*, for which no ready substitute seems to be offered, is employed by every subject. Illustrations could be multiplied *ad libitum*. Third, where the correspondence of a limited number of persons is studied in detail, as in the present case, the prominence given to a somewhat unusual word by two or even one of the subjects might place it in an entirely false light if frequency were the basis of arrangement.

CHAPTER XII

WORD LISTS DERIVED FROM CORRESPONDENCE

THE plan followed in tabulating the data of this investigation has been to divide the total vocabulary of the thirteen correspondents into four alphabetical lists. List I contains words used by all the correspondents; List II, those used by a majority of them; List III, those used by more than one but less than a majority; List IV, those used by one writer only. Immediately after each word is placed its frequency in the two hundred thousand running words. In the third column is noted how many of the three spelling-books, A, B and C, contain it. In the fourth column stands the list in which the given word comes if only the women correspondents be considered. In the fifth column the same information is given from the standpoint of the men correspondents. All vacant spaces in Columns III, IV and V signify non-occurrence. In Column VI the letters A and C indicate respectively whether found in Ayres' published list of the five hundred forty-two most frequent words, or in Chancellor's list of the thousand most common words

in every-day use. Columns IV and V are omitted in List I, since they would be simply a succession of I's.

LIST I

186 WORDS—WORDS USED BY ALL THE CORRESPONDENTS

I	II	III	IV
about.....	889	2	AC
after.....	365	2	AC
afternoon.....	389	2	A
again.....	256	3	AC
all.....	1369	2	A
almost.....	153	3	C
also.....	166	3	A
an.....	346	1	AC
and.....	8252	2	AC
another.....	166	2	A
any.....	530	2	AC
around.....	143	2	C
as.....	1368	1	A
ask.....	186	2	A
at.....	1240	1	A
away.....	193	2	A
back.....	299	2	AC
be.....	9711	2	AC
before.....	361	2	AC
boy.....	171	2	AC
build.....	89	3	AC
busy.....	71	3	AC
but.....	1771	2	AC
by.....	439	2	A
can.....	1190	3	AC
cannot.....	392	1	
church.....	159	2	A
come.....	946	2	AC
course.....	202	3	A
day.....	916	2	AC
dear.....	481	2	AC
do.....	2498	3	AC
down.....	384	2	AC
enough.....	158	3	A
even.....	360	2	AC
ever.....	222	2	AC

158 THE CHILD AND HIS SPELLING

I	II	III	IV
every.....	232	3	C
far.....	96	2	C
feel.....	473	2	AC
few.....	156	2	AC
find.....	217	2	AC
first.....	237	2	A
for.....	2263	1	A
four.....	172	3	AC
friend.....	90	3	AC
from.....	895	1	A
get.....	1667	2	AC
give.....	309	2	AC
glad.....	235	2	AC
go.....	1981	1	AC
good.....	837	2	AC
guess.....	128	3	
have.....	4562	3	AC
he.....	1166	2	AC
hear.....	279	3	AC
help.....	224	2	AC
her.....	1061	2	AC
here.....	613	3	A
him.....	459	1	AC
his.....	441	1	A
home.....	496	2	A
hope.....	259	3	AC
hour.....	170	3	A
house.....	367	3	AC
how.....	433	2	AC
if.....	1050	1	AC
in.....	2511		A
it.....	3607	2	A
just.....	763	2	A
keep.....	205	3	AC
know.....	790	3	AC
last.....	531	2	AC
late.....	102	2	AC
leave.....	348	2	AC
let.....	208	2	AC
letter.....	800	2	AC
like.....	553	2	AC
little.....	778	2	AC
live.....	117	3	
long.....	279	2	AC
look.....	386	2	A
make.....	633	3	AC
man.....	206	2	AC
many.....	314	3	AC

WORD LISTS

159

I	II	III	IV
me.....	1377	1	AC
mine.....	57	2	C
morning.....	478	2	AC
much.....	947	2	AC
must.....	399	1	AC
my.....	1457	2	A
need.....	114	3	AC
never.....	247	2	AC
new.....	220	2	AC
next.....	302	2	AC
nice.....	198	2	AC
night.....	547	2	AC
no.....	335	1	AC
not.....	2878	2	AC
nothing.....	71	2	AC
now.....	489	2	AC
of.....	3252	1	AC
off.....	175	2	AC
old.....	294	2	AC
on.....	1175	1	AC
one.....	1117	2	AC
only.....	419	3	AC
or.....	680	1	A
other.....	344	2	AC
ought.....	97	3	C
out.....	703	2	AC
over.....	427	2	AC
own.....	176	2	C
part.....	109	2	AC
pay.....	168	3	AC
people.....	160	3	AC
place.....	217	2	AC
pretty.....	249	3	A
put.....	254	2	AC
quite.....	159	3	AC
rest.....	125	1	C
right.....	242	3	AC
run.....	101	2	C
same.....	110	1	AC
say.....	906	2	AC
see.....	789	3	AC
seven.....	66	2	C
several.....	56	2	AC
she.....	1542	2	AC
show.....	71	3	AC
six.....	124	2	C
so.....	1729	1	AC
some.....	750	2	AC

160 THE CHILD AND HIS SPELLING

I	II	III	IV
soon.....	196	2	AC
spend.....	103	2	C
start.....	143	2	A
such.....	224	2	A
suppose.....	164	2	
sure.....	179	3	A
take.....	535	2	AC
talk.....	149	3	AC
tell.....	669	2	AC
than.....	321	2	AC
that.....	2514	2	AC
the.....	7606	2	AC
their.....	210	3	AC
them.....	636	2	AC
then.....	456	2	AC
there.....	852	3	AC
they.....	925	2	AC
thing.....	414	2	AC
think.....	1178	2	AC
this.....	1236	2	AC
though.....	148	1	AC
three.....	251	2	AC
through.....	160	3	A
time.....	893	2	AC
to.....	7553	2	AC
too.....	408	3	A
town.....	165	2	C
train.....	148	3	AC
try.....	199	3	AC
two.....	501	3	AC
up.....	782	1	AC
us.....	368	2	A
use.....	160	3	AC
very.....	644	3	AC
visit.....	102	3	A
want.....	543	2	A
way.....	271	2	AC
we.....	2218	2	AC
week.....	505	3	AC
well.....	672	2	AC
what.....	479	2	AC
when.....	766	2	AC
where.....	162	2	AC
which.....	255	3	AC
while.....	204	3	A
will.....	3058	3	AC
wish.....	252	2	A
with.....	1314	2	AC

WORD LISTS

161

I	II	III	IV
write.....	867	3	AC
year.....	254	2	AC
yesterday.....	317	2	AC
yet.....	180	2	C
you.....	4099	1	AC
your.....	1117	2	AC

LIST II

577 WORDS—WORDS USED BY A MAJORITY OF THE
CORRESPONDENTS

I	II	III	IV	V	VI
able.....	100	2	II	I	C
above.....	25	2	III	I	
accept.....	12	3	III	I	A
account.....	31	2	II	I	A
across.....	36	3	II	I	C
act.....	27	2	III	II	C
add.....	15	2	III	I	C
address.....	35	3	II	II	A
advantage.....	15	2	III	I	
afraid.....	79	3	II	IV	C
afterward.....	12	1	II	II	
against.....	25	2	III	II	C
age.....	32	2	II	II	
ago.....	81	1	II	I	A
ahead.....	23	2	II	II	
air.....	21	2	II	II	
allow.....	18	3	II	III	A
alone.....	43	3	II	III	A
along.....	91	1	I	II	
already.....	45	2	II	II	C
always.....	153	3	II	II	AC
among.....	23	3	II	II	AC
amount.....	28	2	II	II	
answer.....	108	3	II	II	A
anxious.....	29	3	II	III	
anything.....	190	1	I	II	A
anyway.....	33		II	III	
appreciate.....	17	2	III	II	A
arrive.....	75	2	II	I	A
asleep.....	20	3	II	IV	
attempt.....	13	1	II	III	
attend.....	42	2	III	I	A
aunt.....	170	3	I	II	C
automobile.....	47	3	II	III	

I	II	III	IV	V	VI
avenue.....	32	2	II	III	
awful.....	91	3	II	III	
awfully.....	26		II	III	
baby.....	39	2	II	III	AC
bad.....	244	2	II	I	AC
badly.....	23	1	II	II	C
bank.....	30	2	II	II	C
basket.....	16	3	II	III	
bath.....	35	2	II	III	
beat.....	36	3	III	II	C
beautiful.....	67	3	II	II	
because.....	263	2	I	II	A
become.....	36	1	II	II	A
bed.....	170	2	I	II	AC
begin.....	97	2	II	II	AC
believe.....	168	3	II	II	AC
beside.....	48	2	II	III	
between.....	40	3	II	I	
big.....	141	2	II	II	C
bill.....	38	2	II	III	C
birthday.....	31	2	I	IV	
bite.....	67	2	II	II	
black.....	32	2	II	IV	C
blame.....	12	2	II	III	C
block.....	33	2	II	II	
blood.....	18	2	II	III	C
blow.....	21	2	II	III	C
blue.....	43	2	II	III	C
board.....	125	3	II	II	AC
body.....	15	1	II	III	C
book.....	104	2	II	II	AC
both.....	140	2	II	I	A
bottle.....	12	3	II		
bottom.....	12	3	III	II	
box.....	95	2	I	II	A
bread.....	30	3	II	IV	C
break.....	45	3	I	II	C
breakfast.....	62	3	I	III	C
bring.....	91	2	II	II	C
brother.....	74	3	II	II	
brown.....	21	2	II	III	C
burn.....	28	2	II	III	
business.....	99	2	II	I	AC
butter.....	22	1	II	IV	C
buy.....	122	3	II	I	C
cake.....	39	2	II	IV	
call.....	151	2	I	II	A
car.....	77	1	II	II	C

I	II	III	IV	V	VI
card.....	95	2	I	II	A
care.....	119	2	II	II	C
careful.....	25	3	II	II	
carry.....	47	2	II	II	C
case.....	27	2	II	II	A
catch.....	38	3	II	II	C
cause.....	25	3	II	II	AC
cent.....	118	3	II	II	AC
certain.....	20	3	III	II	A
certainly.....	71	2	II	II	
chair.....	36	2	II	II	C
chance.....	39	2	II	II	
change.....	86	2	II	I	AC
charge.....	29	2	II	II	
cheap.....	22	3	II	III	
cheese.....	11	3	II	IV	
chicken.....	25	2	II	IV	C
child.....	160	3	II	II	AC
chop.....	11	2	II	III	
city.....	77	2	II	I	A
class.....	74	2	II	I	A
clean.....	117	2	I	II	C
clear.....	50	2	II	III	C
clock.....	10	2	II	III	
close.....	129	2	II	I	C
cloth.....	18	3	II		
clothe.....	70	2	I	III	C
coat.....	46	2	II	II	
coffee.....	24	3	III	II	
cold.....	167	2	I	II	AC
color.....	26	3	II	II	C
comfort.....	16	3	II	III	
comfortable.....	14	2	II	III	C
common.....	15	2	III	II	C
company.....	59	3	I	II	A
compare.....	13	1	II	II	
concern.....	11	3	III	II	
condition.....	21	2	II	II	
continue.....	11	3	III	II	
cook.....	36	2	II		C
cool.....	41	2	II	III	
copy.....	19	3	III	II	A
corn.....	15	2	II	III	C
cost.....	78	2	II	II	AC
count.....	24	2	II	III	C
country.....	36	3	II	I	AC
couple.....	37	2	II	II	
cover.....	35	2	II	II	A

164 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
crazy.....	29		II	IV	
cross.....	27	2	II	III	
cup.....	12	2	III	II	C
cure.....	13	2	II	IV	
cut.....	81	2	II	II	
dance.....	38	2	II	III	
dark.....	36	2	II	III	C
date.....	24	2	II	II	AC
daughter.....	12	3	II	III	AC
dead.....	24	3	II	III	C
deal.....	63	2	II	II	
death.....	27	2	II	III	C
decide.....	65	3	II	II	A
degree.....	11	2	II	II	
die.....	27	3	II	IV	C
difference.....	19	2	III	II	C
different.....	45	2	II	II	AC
dinner.....	182	2	I	II	C
direct.....	13	2	III	II	AC
disappoint.....	34	3	III	II	
dish.....	31	2	II	III	C
divide.....	9	3	II	III	C
doctor.....	152	3	II	II	AC
dollar.....	37	2	I	II	C
door.....	53	2	II	III	C
doubt.....	22	3	II	I	C
dress.....	174	2	I	II	C
drive.....	39	2	II	II	C
drop.....	31	2	II	II	
dry.....	33	2	II	II	
during.....	47	1	III	II	A
dust.....	29	2	II	III	C
duty.....	24	3	II	II	C
each.....	93	3	II	II	A
early.....	55	3	II	II	AC
earth.....	10	2	II	III	C
eat.....	126	2	I	II	C
effect.....	13	2	II	I	C
eight.....	66	3	I	II	C
either.....	62	2	I	II	A
electric.....	10	2	III	II	
eleven.....	31	3	II	II	
else.....	67	3	I	II	A
enclose.....	30	2	II	II	A
end.....	57	2	II	II	C
enjoy.....	107	2	II	I	AC
equal.....	14	3	III	II	
especially.....	37	1	III	I	A

I	II	III	IV	V	VI
everybody.....	37	2	II	II	
everything.....	105		II	I	
examination.....	26	1	III	II	A
except.....	78	2	II	II	
excuse.....	15	3	II	III	
expect.....	147	3	I	II	A
expense.....	19	3	III	II	A
experience.....	13	2	II	II	A
express.....	20	2	II	III	
extra.....	33	2	II	II	
eye.....	66	2	II	II	C
face.....	58	2	II	II	C
fact.....	40	1	III	I	C
fail.....	23	3	III	II	C
fair.....	35	3	II	II	C
fall.....	68	2	II	II	C
family.....	84	3	II	II	C
fast.....	35	2	II	III	
fat.....	15	1	II	IV	
father.....	87	2	II	III	AC
fear.....	20	2	II	III	C
fellow.....	63	2	II	I	C
fifteen.....	40	3	II	III	
fifty.....	30	2	III	II	C
fight.....	16	3	III	I	C
fill.....	38	2	I	III	A
fine.....	170	2	I	II	AC
finish.....	150	2	II	II	
fire.....	51	3	II	III	
fit.....	33	2	II	II	
five.....	161	2	I	II	C
fix.....	47	1	II	II	C
flat.....	21	2	II	II	
floor.....	42	2	II	II	C
folk.....	157	2	II	II	
follow.....	28	2	III	I	AC
foot.....	58	2	II	II	C
forenoon.....	123	2	II	III	
forget.....	75	2	II	II	
fourth.....	16	1	III	I	
free.....	27	2	III	II	C
front.....	37	2	II	II	C
full.....	51	2	II	I	
fun.....	28	2	II	III	
funny.....	31	2	II	II	
further.....	22	3	III	II	A
game.....	64	2	I	III	C
gate.....	13	3	III	II	

166 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
gather.....	12	2	II	III	C
general.....	11	3	III	II	AC
girl.....	410	2	I	II	AC
glass.....	26	2	II	II	AC
grade.....	24	2	III	II	
grand.....	22	2	II	II	C
great.....	168	3	II	I	AC
green.....	29	2	II	III	C
grind.....	33	2	II	II	C
grip.....	13	1	II	IV	
grow.....	38	3	II	II	C
hair.....	46	3	II	IV	C
half.....	120	3	II	II	AC
hall.....	24	2	II	II	C
hand.....	90	2	II	I	AC
hang.....	43	2	II	III	
happen.....	45	2	II	II	C
happy.....	92	2	II	II	C
hard.....	186	2	I	II	AC
hardly.....	65	1	II	II	
hat.....	45	2	II	III	AC
hate.....	18	1	II	II	C
head.....	74	3	I	III	C
health.....	13	3	II	III	
heart.....	51	3	III	II	C
heat.....	27	2	III	II	C
heavy.....	38	3	II	II	C
herself.....	36	1	II	II	
high.....	101	2	II	I	C
himself.....	28	2	II	II	
hold.....	72	1	II	II	A
hole.....	17	2	II	II	
horse.....	21	3	II	II	C
hot.....	81	2	II	III	C
hotel.....	52	2	II	II	
however.....	37	1	III	II	AC
hurry.....	36	2	II	II	
hurt.....	60	2	II	III	C
idea.....	28	2	II	II	
imagine.....	52	3	II	II	
impossible.....	17	2	III	II	A
improve.....	17	3	II	II	
inside.....	16	2	II	II	C
insist.....	17	2	III	II	
instead.....	50	2	II	II	A
intend.....	44	2	II	II	A
interest.....	68	2	II	I	A
into.....	125	2	II	I	C

WORD LISTS

167

I	II	III	IV	V	VI
invite.....	54	2	II	II	C
iron.....	71	3	II	III	C
job.....	60		II	II	
join.....	13	1	II	III	
kid.....	47	1	II	II	
kill.....	13	3	II	IV	
kind.....	100	2	II	I	AC
kiss.....	84	2	II	III	
kitchen.....	38	2	II	III	C
lady.....	65	2	II	II	A
land.....	23	2	III	II	AC
large.....	65	2	II	II	AC
lately.....	10		III	II	
learn.....	56	3	II	II	C
lesson.....	17	2	II	III	A
library.....	11	3	III	II	
life.....	70	3	II	I	C
light.....	52	3	II	II	C
line.....	82	2	II	I	AC
listen.....	11	3	III	II	
lose.....	52	2	II	II	
lot.....	162	1	I	II	C
love.....	526	3	I	II	AC
lovely.....	47	1	I		
low.....	32	2	II	III	C
lunch.....	43	2	II	II	
machine.....	15	3	II	II	C
mail.....	105	3	II	III	A
manage.....	23	3	III	II	
matter.....	56	2	II	II	AC
may.....	288	3	II	II	AC
maybe.....	64		II	IV	
meal.....	23	3	III	II	
mean.....	106	3	II	I	AC
meet.....	173	3	II	II	AC
mention.....	33	3	III	I	A
mighty.....	21	1	II	II	
mile.....	65	2	II	II	C
mind.....	83	1	II	II	
minute.....	79	3	I	II	C
miss.....	45	2	II	II	
moment.....	16	2	III	II	C
money.....	98	3	II	I	AC
month.....	124	2	I	II	AC
mother.....	275	2	I	II	AC
move.....	78	2	II	II	AC
music.....	22	3	III	II	
myself.....	80	1	I	II	

168 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
name.....	52	2	II	I	A
nature.....	10	2	III	I	C
near.....	54	2	II	I	C
nearly.....	38	1	II	II	
necessary.....	32	3	III	I	A
neck.....	48	2	II	III	C
neither.....	12	3	III	II	
nerve.....	11	3	III	II	
nine.....	58	2	II	II	C
noise.....	11	3	II	III	C
none.....	33	2	II	II	AC
noon.....	76	2	I	II	C
north.....	132	2	II	II	
note.....	35	2	II	I	AC
notice.....	22	2	II	II	
number.....	55	2	II	II	AC
o'clock.....	162	2	I	II	A
offer.....	27	3	II	II	AC
office.....	72	3	II	I	AC
often.....	70	2	II	II	C
oh.....	54	1	II	II	
once.....	96	3	I	II	A
open.....	55	2	II	II	AC
order.....	63	2	II	I	AC
otherwise.....	16		III	II	
our.....	401	2	II	I	AC
ourselves.....	26	1	II	III	
outside.....	12	1	II	III	C
owe.....	22	3	II	II	
pa.....	137		III	II	
pack.....	30	2	II	III	
package.....	20	2	II	IV	
paint.....	9	3	III	II	C
paper.....	105	2	II	II	AC
park.....	32	1	III	II	
parlor.....	30	3	II	III	
party.....	47	2	II	II	
pass.....	60	2	II	I	A
past.....	53	2	II	I	C
pen.....	17	2	II	III	C
per.....	38		III	II	
perhaps.....	110	3	II	II	A
person.....	34	2	II	III	AC
piano.....	18	3	III	II	
pick.....	17	2	II	III	
picture.....	95	3	II	III	AC
pie.....	30	2	II	II	C
piece.....	62	3	II	II	C

I	II	III	IV	V	VI
pillow.....	28	3	II	IV	
pin.....	18	2	II	IV	C
plan.....	70	2	II	I	AC
play.....	172	2	II	II	
pleasant.....	61	3	II	II	AC
please.....	89	2	II	II	AC
plenty.....	21	2	II	III	C
point.....	18	2	III	II	C
poor.....	84	2	II	II	C
porch.....	27	2	II	III	
possible.....	48	3	II	II	A
post.....	29	3	II	II	A
postscript.....	57	2	II	II	
potato.....	33	3	II	III	C
power.....	8	2	III	II	C
prepare.....	18	3	III	II	
present.....	60	3	II	II	AC
price.....	43	3	III	II	C
probably.....	85	1	II	II	AC
professor.....	13	2	II	III	
promise.....	33	3	II	II	AC
pull.....	30	2	II	III	
quarter.....	25	3	II	II	C
question.....	52	3	II	II	AC
quick.....	17	2	II	III	C
quiet.....	26	3	III	II	C
quit.....	36	1	III	II	
rain.....	104	3	I	II	AC
raise.....	22	3	II	II	C
rather.....	101	2	II	II	C
reach.....	64	2	III	I	AC
read.....	179	2	II	II	AC
ready.....	100	3	I	II	AC
real.....	59	3	II	II	C
realize.....	26	2	III	II	
really.....	79	3	II	II	C
reason.....	46	3	II	II	A
receive.....	148	3	II	II	AC
red.....	39	2	II	III	AC
regard.....	38	2	II	II	A
remain.....	19	2	III	I	AC
remember.....	98	2	II	I	AC
rent.....	62	2	II	II	C
report.....	18	2	III	II	A
request.....	9	1	III	II	A
return.....	72	2	II	I	A
rich.....	14	1	III	II	C
ride.....	84	3	II	II	C

170 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
ring.....	16	3	III	II	AC
road.....	16	3	II	III	C
rock.....	26	2	II	II	
roll.....	14	2	II	III	
roof.....	13	3	II	II	
room.....	240	2	I	II	AC
safe.....	13	1	II	III	C
satisfy.....	29	3	II	III	
save.....	46	2	III	II	
scare.....	10	2	II	III	
school.....	231	2	I	II	AC
seat.....	34	2	II	III	
second.....	47	2	II	I	AC
seem.....	274	2	II	II	AC
select.....	9	2	III	II	A
sell.....	29	3	III	II	C
send.....	385	3	I	II	AC
serve.....	30	2	II	II	C
service.....	45	3	III	I	A
set.....	38	2	II	II	A
settle.....	39	2	II	II	C
seventy.....	22	1	II	III	C
sew.....	69	3	II		C
shall.....	612	3	II	I	AC
shop.....	31	2	II	II	
short.....	91	2	II	I	AC
sick.....	132		I	III	C
side.....	90	2	II	II	C
sight.....	24	3	II	II	C
sign.....	18	3	III	II	C
silk.....	15		II	IV	
since.....	185	3	I	II	AC
sister.....	123	2	II	II	C
sit.....	95	2	II	III	
sixty.....	28	1	II	IV	C
size.....	28	3	II	II	A
skirt.....	46	2	II	IV	C
sleep.....	104	3	II	III	C
small.....	76	1	II	II	AC
smoke.....	34	2	III	II	C
snow.....	23	2	II	II	C
something.....	154	1	I	II	A
sometime.....	71	2	II	II	C
son.....	12	3	III	II	
sore.....	33	3	II	III	
sorry.....	92	3	II	II	A
sort.....	32	2	II	III	
sound.....	24	2	II	II	C

WORD LISTS

171

I	II	III	IV	V	VI
south.....	30	2	II	II	C
speak.....	76	3	II	I	AC
special.....	18	2	III	II	A
spell.....	29	2	II	IV	
spoil.....	14	1	III	II	C
spot.....	12	2	III	II	
spring.....	44	2	II	II	C
stair.....	71	3	II	III	C
stand.....	83	2	II	II	AC
state.....	25	2	II	II	A
stay.....	215	2	I	II	
step.....	30	2	II	II	
stick.....	18	2	II	III	C
still.....	105	2	I	II	AC
stock.....	34	2	II	II	C
stop.....	124	2	I	II	AC
store.....	47	2	II	II	C
story.....	42	2	II	II	C
stove.....	33	2	II	IV	
street.....	181	2	I	II	AC
strike.....	24	2	II	II	C
strong.....	43	2	II	II	C
student.....	16	2	III	II	
study.....	41	3	II	II	A
stuff.....	29	2	III	II	
style.....	18	3	II	II	
success.....	16	3	III	II	AC
suggest.....	9	2	III	II	A
suit.....	91	3	I	II	C
summer.....	79	3	II	II	AC
sun.....	24	1	II	III	
supper.....	94	3	I	II	
surprise.....	39	2	II	I	A
sweet.....	40	3	II	III	C
table.....	39	2	II	II	AC
taste.....	15	2	II	II	C
teach.....	37	3	III	II	
teacher.....	90	2	III	II	AC
ten.....	107	2	II	I	C
terrible.....	52	3	II	II	A
thank.....	31	2	II	III	A
thick.....	11	2	III	II	C
thin.....	21	3	II	IV	C
third.....	55	2	II	II	
thirty.....	39	2	II	II	C
thoroughly.....	11	1	III	II	
throw.....	24	3	II	II	C
ticket.....	37	3	III	II	A

I	II	III	IV	V	VI
tight.....	15	2	II	III	C
till.....	103	2	II	II	
tire.....	112	2	II	II	C
together.....	73	3	II	I	
tomorrow.....	170	2	I	II	AC
top.....	21	1	I	II	C
treat.....	20	2	II	II	
tree.....	36	2	II	III	C
trip.....	100	1	II	II	
trouble.....	93	3	II	II	AC
trunk.....	39	2	II	III	
turn.....	69	2	I	II	C
twelve.....	29	3	II	III	C
twenty.....	105	3	II	I	C
twice.....	34	3	II	III	C
uncle.....	72	3	I	II	C
under.....	42	2	II	II	AC
understand.....	47	2	II	II	AC
university.....	31	2	II	II	
unless.....	57	2	II	II	
until.....	240	3	II	I	A
upon.....	22	2	III	I	A
usual.....	38	3	II	II	
vacation.....	10	3	III	II	
view.....	16	3	III	II	
waist.....	52	3	II	IV	
wait.....	113	3	II	I	A
walk.....	108	3	I	II	C
wall.....	23	2	III	II	C
warm.....	71	2	II	II	C
wash.....	117	2	II	III	C
waste.....	14	3	II	II	C
watch.....	19	3	II	III	AC
water.....	54	3	II	II	C
wear.....	112	3	I	II	AC
weather.....	77	3	II	I	AC
west.....	35	2	II	II	AC
whatever.....	24	2	II	II	
whether.....	102	2	II	I	AC
white.....	67	2	I	II	AC
who.....	208	1	II	I	AC
whole.....	54	3	II	II	C
why.....	80	2	II	II	A
wife.....	45	3	II	II	C
win.....	22	3	III	II	C
wind.....	28	2	II	IV	C
window.....	35	3	II	II	
winter.....	72	2	II	II	C

I	II	III	IV	V	VI
without.....	104	2	II	I	AC
woman.....	50	3	I	III	AC
wonder.....	96	3	II	II	A
wonderful.....	28	2	III	II	C
word.....	74	2	II	I	C
work.....	357	2	II	I	AC
world.....	28	2	III	I	AC
worry.....	52	3	II	II	
worth.....	40	2	II	I	A
wrong.....	27	3	III	II	C
yard.....	30	2	III	II	C
yellow.....	11	3	II	III	C
yes.....	56	1	II	II	A
young.....	104	3	II	II	C
yourself.....	21	1	III	II	

LIST III

2207 WORDS—WORDS USED BY LESS THAN A MAJORITY OF THE CORRESPONDENTS

I	II	III	IV	V	VI
absence.....	5	3	III	III	A
absent.....	4	3		II	
absolutely.....	7		IV	II	
academy.....	3	3	IV	IV	
accent.....	3	2	III	IV	
accommodation.....	6	1	III		
accompany.....	7	3	III	III	
accomplish.....	15	2	III	III	
accord.....	6	2	III	III	
accuse.....	2	3	IV	IV	
accustom.....	2	2	III		
ache.....	28	3	II	IV	
acid.....	3	3	III		
acknowledge.....	3	3	IV	IV	
acquaint.....	8	2	III	III	
acquaintance.....	4	3	III	IV	
acquire.....	3	3	III	IV	
acre.....	5	3	IV	III	
action.....	10	2	IV	III	
active.....	2	2	IV	IV	
actually.....	5	1	III	II	
acute.....	3	2	III		
addition.....	4	3	III	III	
additional.....	4	1	IV	III	
adjoin.....	2	1	III		

I	II	III	IV	V	VI
adjourn.....	2	3		III	
administration.....	3	1		III	
admire.....	6	1	II		
admission.....	2	2	IV	IV	
admit.....	7	2		II	
adopt.....	6	2	IV	III	
advance.....	7	1	IV	III	
advertise.....	4	3	III	III	
advice.....	4	2	III	IV	
advise.....	7	1	III	III	
affair.....	17	2	III	II	
affect.....	3	3	IV	IV	
affectionate.....	4	1	IV	IV	
affectionately.....	17	1	III		
afford.....	12	3	III	IV	
afire.....	2		IV	IV	
agency.....	5	2		III	
agent.....	13	2	III	III	
aggravate.....	5	2	III		
agree.....	15	3	III	III	C
agreeable.....	6	2	IV	II	C
aid.....	6	3	IV	II	
ail.....	3	1	III		
aim.....	4	2	IV	IV	
aisle.....	2	3	IV	IV	
alarm.....	4	2	III		
album.....	2	1	IV	IV	
alcohol.....	3	2	III		
algebra.....	4	2	III	IV	
alike.....	4	2	III		
alive.....	7	2	III	IV	
alley.....	2	3	III	IV	
aloud.....	6	2	III	IV	
alphabet.....	2	3	IV	IV	
altar.....	2	3	IV	IV	
alter.....	5	3	III		
alteration.....	2		III		
although.....	51	2	III	III	
altitude.....	5	2	III		
altogether.....	6	2		II	
amateur.....	2	3	IV	IV	
ambition.....	5	2	III	IV	
amuse.....	4	3		III	
anesthetic.....	2	1	IV	IV	
angel.....	3	3	IV	IV	
angry.....	6	2	III	IV	
animal.....	7	3	III		C
ankle.....	5	3	III	IV	C

I	II	III	IV	V	VI
anniversary.....	4	3	III		
announce.....	3	3	IV	IV	
announcement.....	3		IV	IV	
annually.....	2	1	IV	IV	
anybody.....	12		III	IV	
anyhow.....	20	1	III	IV	
anywhere.....	6		III	III	
apart.....	8	2	III	IV	
apartment.....	12	1	III	IV	
apiece.....	9		III	IV	
apparatus.....	6	3	IV	IV	
appeal.....	4	3	IV	III	
appear.....	9	3	III	III	A
appearance.....	2	3		III	
appetite.....	6	3	III		
apple.....	24	2	II	IV	
application.....	5	2	IV	III	A
apply.....	4	2	III	IV	
appoint.....	4	2	IV	III	A
appointment.....	3	1	III	IV	
appreciative.....	2		IV	IV	
approach.....	4	3	III	IV	
appropriate.....	4	2	III	IV	
approve.....	7	2	III	IV	
approximately.....	3		IV	IV	
apron.....	15	3	III		
apt.....	2	2	IV	IV	
area.....	2	3	III		
argue.....	4	3	IV	III	
argument.....	6	3	IV	II	
arm.....	57	2	II	IV	C
arrange.....	12	3	III	II	A
arrangement.....	10	1	III	II	
arrival.....	5	3	IV	III	
art.....	6	2	II		
article.....	7	2	III	III	A
artificially.....	2		IV	IV	
ashamed.....	5	2	III	IV	
aside.....	6	1	III	III	
assembly.....	3	1	III		
assist.....	5	2	III	IV	
assistant.....	4	2	III	III	
associate.....	4	3		III	
association.....	9	2	III	III	A
assume.....	2	2	IV	IV	
assure.....	11	2		II	A
attack.....	6	2	IV	II	
attendance.....	5	2	III	III	

I	II	III	IV	V	VI
attention.....	8	2	III	II	A
attentive.....	2	1	IV	IV	
attic.....	5	2	III	IV	
attorney.....	3	3	IV	III	
attraction.....	5	1	III	III	
auction.....	2	3	III		
autobiography.....	2	2		III	
average.....	7	2	III	III	
aviary.....	2	1	III		
avoid.....	5	2	IV	III	
await.....	7	3	IV	II	A
awake.....	12	2	III	III	
awaken.....	3	1	III	IV	
awhile.....	16		III	IV	
bachelor.....	7	2	III	IV	
backward.....	6		IV	III	
bacon.....	8	3	III		
bag.....	11	1	III		
baggage.....	5	2	III		
bake.....	44	3	II		C
balance.....	7	3	III		
bald.....	3	2	IV	IV	
ball.....	29	2	III	III	C
banana.....	2	3	III		
band.....	11	2	III	IV	
banquet.....	19	3	III	III	
bar.....	2	2	IV	IV	
bare.....	10	3	III	III	
barely.....	5		III	III	
barn.....	13	2	III	IV	
barrel.....	6	3	III		
barrier.....	2	1		III	
base.....	16	2	III	III	
baseball.....	16	1	IV	IV	
basement.....	3	3	III		
bat.....	8	1	IV	IV	
bathe.....	8	2	III		C
bathroom.....	14		II	IV	
bawl.....	2	2		III	
bay.....	8	1	III	III	
beach.....	10	3	III	IV	
bead.....	5	3	III		
bean.....	18	2	III	IV	C
bear.....	20	3	III	II	C
beautifully.....	7	1	III		
beauty.....	5	3	III	III	
bedroom.....	16	2	III		
bedtime.....	3		IV	IV	

I	II	III	IV	V	VI
bee.....	2	2	III		
beef.....	7	2	III		C
beer.....	4	1	III	IV	
beforehand.....	3	1	III	IV	
beg.....	7	2	III	III	A
behave.....	3	2	III		
behind.....	11	2	III	III	C
behold.....	2	2	IV	IV	
bell.....	8	2	III	IV	
belong.....	15	2	III	III	
below.....	7	2	III	IV	C
belt.....	9	2	III		
bend.....	5	2	III	III	
benefit.....	13	3	III	III	
berry.....	10	2	III		C
berth.....	11	3	III	IV	
bet.....	7		II		
betimes.....	2		III		
beyond.....	6	3	III		
bicycle.....	2	3	IV	IV	
bid.....	8	2	III		
bind.....	9	2	III	IV	C
bird.....	5	2	III	IV	
birth.....	2	2		III	C
biscuit.....	8	3	III		
blank.....	4	1	IV	IV	
blanket.....	6	1	III	IV	
blaze.....	2	2	III		
bleed.....	2	2		III	
bless.....	8	2	III	IV	C
blind.....	3	2	III		C
blister.....	3	2	III	IV	
bloody.....	2		IV	IV	
bloom.....	4	2	III		
blossom.....	6	3	III		
blot.....	5	1	III	IV	
blouse.....	4	3	III	IV	
bluff.....	7	1	III	IV	
blush.....	5	2	III	IV	
boarder.....	6		III	III	
boat.....	20	3	III	III	C
boil.....	15	2	II	IV	C
bone.....	6	2	III	III	
bonnet.....	2	3	III		
bookcase.....	5	1	III	III	
border.....	3	3	IV	IV	
borrow.....	13	3	III	III	
boss.....	6	2	IV	II	

178 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
bother.....	17	1	II	IV	
bow.....	5	3	III	IV	
bowel.....	11		III		
bowl.....	3	3	III		
brace.....	2	2	IV	IV	
braid.....	5	3	III		
brain.....	5	3	III	II	
branch.....	2	2	IV	IV	
brand.....	2	2	IV	IV	
breast.....	2	2	III		
breath.....	3	3	III	IV	
breathe.....	11	3	III	III	
brick.....	9	2	III	III	C
bride.....	2	1	III		
bridge.....	10	2	III	III	C
bright.....	15	3	III	III	
brightly.....	2	1	IV	IV	
brilliant.....	2	3	IV	IV	
brisk.....	2	1	III		
broach.....	2	1	IV	IV	
bronchitis.....	6	2	III		
bruise.....	3	3	III	IV	
brush.....	8	2	III	IV	
bug.....	3	1	III	IV	
buggy.....	4	2	IV	III	
bugle.....	2	1	III		
bull.....	3	2	IV	IV	
bum.....	5		III	IV	
bump.....	2	1		III	
bunch.....	14	2	III	III	
bundle.....	7	2	III	IV	C
bungalow.....	7		III	IV	
burden.....	4	2	III	III	
burial.....	4	2	III		
burner.....	6		III		
burst.....	2	2	III		
bury.....	7	2	III		
bus.....	11		III	III	
bush.....	3	2	III		
bushel.....	9	3	II		C
bust.....	2		III		
button.....	19	2	III		C
cab.....	4	1	IV	IV	
cabbage.....	7	3	III		
cabin.....	4	3	III	IV	
cafeteria.....	14		III	IV	
calculation.....	2	1	IV	IV	
calendar.....	2	3	IV	IV	

I	II	III	IV	V	VI
caller.....	8		III		
camel.....	2	2	III		
camera.....	3	3	III	IV	
camp.....	10	2	III	IV	
camphor.....	3	2	III		
cancer.....	2	1	III		
candidate.....	5	3	IV	III	
candy.....	19	2	II	IV	
canoe.....	5	3	IV	IV	
canon.....	6	3	IV	IV	
canvas.....	2	3	III		
cap.....	11	2	III	IV	
capacity.....	6	3	IV	III	
cape.....	4	2	III		
capital.....	2	3	IV	IV	C
capitol.....	10	3	III	IV	
captain.....	4	3	IV	IV	
carbon.....	4	1	IV	IV	
carefully.....	4	1	III	IV	
careless.....	2	2	IV	IV	
carelessness.....	3		III		
carnation.....	3	2	III	IV	
carpenter.....	3	2	III		
carpet.....	4	2	III	IV	C
carriage.....	7	3	III		
cartoon.....	2	2	IV	IV	
cash.....	7	2	III	IV	
casserole.....	7		III		
cast.....	3	2	IV	III	
cat.....	4	2	III	IV	C
catalogue.....	3	2	IV	III	A
catarrh.....	4	2	III	IV	
cave.....	6	2	IV	IV	
ceiling.....	4	3	IV	III	C
celebrate.....	2	3	IV	IV	
celebration.....	2	1	IV	IV	
cellar.....	12	3	III	III	
cement.....	4	3	III	IV	
cemetery.....	4	3	III	IV	
center.....	7	2	IV	III	A
central.....	2	2	IV	IV	
chain.....	4	3	III		AC
chairman.....	2	2	IV	IV	
channel.....	4	2	III		
chapel.....	24	2	III	IV	
chaperon.....	12	1	IV	IV	
chapter.....	2	2	III		
character.....	4	3	IV	III	

180 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
charity.....	3	2	IV	IV	
charm.....	7	2	III	II	
chase.....	5	3	III	III	
chautauqua.....	17	1	III		
cheaply.....	2			III	
check.....	14	2	III		A
cheek.....	10	2	III	II	
cheerful.....	8	1	III	IV	
chest.....	2	1	IV	IV	
chief.....	2	2	IV	IV	
childhood.....	4	1	III	IV	
childish.....	2		IV	IV	
chill.....	7	3	II		
chilly.....	5	1	III	IV	
chimney.....	2	3	IV	IV	C
china.....	4	1	III	IV	
chip.....	2	1	III		
chocolate.....	3	3	III		
choice.....	9	2	III	II	
choir.....	18	3	IV	III	
choke.....	2	2	III		
choose.....	6	3	III	II	C
chore.....	9	1	III		
cigar.....	3	2	IV	IV	
circle.....	5	3	III	III	C
circular.....	4	2	III		
circumstance.....	5	2	III	III	
circus.....	10	3	III	IV	
cistern.....	12	3	III	III	
citizen.....	2	2		III	
civil.....	4	3		III	
claim.....	6	2	III	III	A
classical.....	2	1	III		
clause.....	2	2	III		
clerk.....	6	2	IV	IV	C
climate.....	10	2	III	IV	
climb.....	6	3	III	IV	
clip.....	15	1	III	II	
closely.....	2		IV	IV	
closet.....	20	3	II	IV	
cloud.....	5	2	IV	III	
cloudy.....	9	1	III	III	C
club.....	15	1	III	III	C
coach.....	8	1	III	IV	
coal.....	17	1	III	IV	C
coast.....	10	2	III	III	
collar.....	11	3	III	IV	
collect.....	6	2	III	IV	

I	II	III	IV	V	VI
collection.....	7	1	III	IV	
college.....	35	2	IV	II	
comb.....	11	3	III	IV	
combination.....	2	1		III	
combine.....	3	1	IV	III	
comedy.....	3	3	IV	IV	
comfortably.....	6		III	IV	
commence.....	8	2	III	IV	
commencement.....	10		III	III	
comment.....	4	2	III	IV	
commission.....	3	2	III	IV	
committee.....	4	3	III	IV	AC
communication.....	4	1	IV	III	
companion.....	3	1	III		
comparison.....	2	1	IV	IV	
complain.....	8	3	III	IV	
complete.....	9	3	III	II	C
completely.....	4		IV	IV	
compliment.....	4	3	III	III	
concert.....	4	2	III	IV	
conclude.....	9	2	III	IV	
conduct.....	10	2	III	III	
conductor.....	3	3	IV	IV	
confess.....	4	2	III	IV	
confidential.....	5		IV	III	
confine.....	3	2	IV	III	
congenial.....	3	2	IV	III	
congress.....	2	1	IV	IV	
connect.....	6	3	III		
connection.....	13	1	III	III	
consent.....	5	2	IV	III	
consequence.....	4	2	IV	III	
consequently.....	4		III		
consider.....	10	2	III	II	A
considerable.....	13	1	IV	III	
considerably.....	8	1	III	III	
consideration.....	3	2	IV	IV	
consist.....	6	1	III	III	
conspicuous.....	2	2	IV	IV	
constant.....	3	2	III	IV	
constantly.....	6		IV	III	
construct.....	2	1	IV	IV	
consult.....	2	2	IV	IV	
consumption.....	5	2	III	IV	
contain.....	8	3	III	III	A
contemplate.....	2	1		III	
contend.....	2	1	IV	IV	
content.....	14	2	III	III	

I	II	III	IV	V	VI
contest.....	16	2	IV	IV	
continually.....	6	1	III	III	
contract.....	13	2	III	II	
contrary.....	2	2	IV	IV	
contrast.....	2	2	IV	IV	
contribution.....	3	2	III		
control.....	4	3	IV	II	
convenient.....	3	2	III	IV	A
convention.....	8	2		II	
conversation.....	6	2	III	II	
convert.....	2	2	IV	IV	
convey.....	2	3	IV	IV	
conveyance.....	5	2	IV	IV	
convince.....	5	2	IV	II	
cooky.....	8	1	III		
corner.....	13	3	III	III	C
corporation.....	2	2		III	
correct.....	12	3	III	III	
corset.....	5	1	III		
cottage.....	5	3	III		
cotton.....	7	3	III		C
couch.....	13	3	III	III	
cough.....	28	3	III		
counter.....	4	2	IV	IV	
county.....	15	1	IV	II	
courage.....	3	3	IV	IV	C
court.....	17	3	III	III	
cousin.....	36	3	III	III	C
cow.....	4	2	IV	III	
cozy.....	2	3	III		
crack.....	4	2	III		
cracker.....	5	2	III		
cramp.....	6	1	III	IV	
cranberry.....	2	2	III		
crawl.....	2	2	IV	IV	
cream.....	22	3	II	IV	
create.....	2	2	III		
creature.....	2	3	IV	IV	
credit.....	7	2	III	III	
crestfallen.....	2		IV	IV	
critical.....	4	2	III	III	
criticize.....	4	2	IV	III	
crochet.....	2	2	III		
crocodile.....	3	1	IV	IV	
crop.....	8	2	III	III	
crow.....	2	2	III		
crowd.....	18	3	III	II	
crown.....	3	2	III	IV	

I	II	III	IV	V	VI
cruel.....	2	3	IV	IV	C
crutch.....	5	2	III	IV	
cry.....	60	2	III	IV	
cucumber.....	2	3	III		
cuff.....	3	1	III		
cultivate.....	5	2	III		
culture.....	3	2	III	IV	
cupboard.....	8	3	III	IV	
curly.....	6		IV	IV	
currant.....	2	3	III		
curtain.....	20	3	III	IV	
cushion.....	5	3	III	IV	
custard.....	13	3	III		
custom.....	7	3	IV	III	C
customary.....	2	2		III	
cute.....	13	1	III	IV	
daddy.....	20		III		
daily.....	13	3	III	II	C
dainty.....	2	3	III		
dairy.....	5	3	III	IV	
damage.....	6	3	III	IV	
damp.....	2	2	III		C
dancer.....	2		IV	IV	
dandy.....	5	1	III	III	
danger.....	9	3	IV	II	C
dangerous.....	3		IV	III	
dare.....	10	2	III	III	C
darkness.....	3	2	IV	III	
darling.....	42	1	III	IV	
darn.....	6	2	III	IV	
daytime.....	3		IV	IV	
dean.....	3	1	III		
debate.....	18	2	IV	III	
debt.....	4	3	IV	III	^
deceitful.....	2	1	IV	IV	
decent.....	6	2	III	IV	
decision.....	5	2	III	III	
deck.....	3	2	III	IV	
declamation.....	4	1	IV	IV	
declare.....	2	2	III		
decline.....	4	1	IV	IV	
decorate.....	3	3	IV	IV	
decoration.....	3	1	III	IV	
deed.....	2	2		III	
deep.....	10	2	III	II	C
deer.....	2	2	III		
defeat.....	6	1		II	C
definite.....	2	1		III	

I	II	III	IV	V	VI
definitely.....	5		IV	II	
delay.....	11	2	III	III	
delight.....	9	2	III	IV	
delightful.....	10	2	III	IV	
delightfully.....	2		III		
deliver.....	8	1	III	III	
delivery.....	7	1	III	II	
demonstrate.....	3	1	IV	IV	
dentist.....	21	2	III		C
deny.....	5	2		II	
depart.....	2	2	IV	IV	
department.....	4	3	III	IV	A
depend.....	5	2	III	IV	
deposit.....	5	3	III	III	
depot.....	34	3	III	III	
deprive.....	2		IV	IV	
descend.....	3	3		III	
describe.....	5	2	III	IV	
description.....	3	2	III		
descriptive.....	2	2	IV	IV	
desert.....	6	3	IV	III	
deserve.....	5	3	III	IV	C
design.....	2	2	IV	IV	
desirable.....	2	1	IV	IV	
desire.....	13	2	III	II	AC
desk.....	8	2	III	III	
desperately.....	2		IV	IV	
despondent.....	2	1		III	
dessert.....	3	3	III		
destination.....	2	1	IV	IV	
destitute.....	2	2	IV	IV	
destroy.....	2	2	IV	IV	
detail.....	6	2	III	III	
detain.....	3	3	III		
determine.....	11	2	III	III	
develop.....	2	3	III		A
development.....	2	2		III	
devil.....	8		III	III	
diamond.....	2	3	IV	IV	
dictionary.....	4	3	IV	IV	
diet.....	2	3	III		
difficulty.....	2	1		III	
dig.....	6	2	III	IV	
dine.....	17	2	III	IV	
diner.....	5		III	IV	
diploma.....	2	1	IV	IV	
direction.....	10	2	III	III	A
directly.....	6	1	IV	II	

I	II	III	IV	V	VI
dirt.....	16	2	III	IV	C
dirty.....	31		III	III	C
disagreeable.....	8	2	III	III	
disappear.....	2	3		III	
disappointment.....	4		IV	IV	
disaster.....	4	2	IV	IV	
discharge.....	2	1	IV	IV	C
discord.....	2	2		III	
discourage.....	7	2	III	IV	
discover.....	3	2	IV	III	
discuss.....	3	2		II	
discussion.....	2	1	IV	IV	
disease.....	7	3	III	IV	
disgrace.....	2	2	IV	IV	
disgust.....	4	2	III		
disjoint.....	2		IV	IV	
dislike.....	3	1	IV	IV	C
dismal.....	2	2	III		
dismiss.....	7	3		III	
dismissal.....	5	2		III	
display.....	2	2	IV	IV	
dispose.....	4	1	III		
disposition.....	2	2	III		
dispute.....	2	1		III	
distance.....	15	3	III	III	
distant.....	5	1	III	IV	
district.....	11	3	II	III	
disturb.....	3	3	IV	III	
ditch.....	5	2	III	III	
diversion.....	2	1	IV	IV	
dividend.....	4	2		III	
division.....	2	2		III	
dizzy.....	3	2	III		
dog.....	9	2	III	III	C
doll.....	11	2	III	IV	
dome.....	2	1	III		
domestic.....	4	2	IV	III	
donation.....	2	2	IV	IV	
dose.....	4	2	III	IV	
double.....	7	3	III	III	
doubtless.....	5	1	III	III	
dozen.....	25	3	III	II	C
draft.....	26	2	II	IV	
drag.....	3	1	IV	IV	
draw.....	17	2	III	II	C
drawer.....	24	3	III	IV	
drayage.....	2		III		
dread.....	7	2	III		

186 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
dreadful.....	7	2	III	IV	
dreadfully.....	4		III	IV	
dream.....	20	3	IV	III	
dresser.....	4	1	III	IV	C
dressmaker.....	3		III		
drift.....	4	2		II	
drink.....	16	2	III	III	C
driver.....	5		III		
drown.....	3	2	IV	III	
drug.....	2	1	IV	IV	
due.....	9	3	III	IV	
duet.....	2	1	IV	IV	
dull.....	4	2	IV	III	C
dusty.....	3	1	III	IV	
dwell.....	2	2	IV	IV	
ear.....	10	2	III	III	C
earn.....	8	2	IV	II	C
earnest.....	9	3	III	III	C
ease.....	2	3	IV	IV	
easily.....	14	1	III	III	
east.....	24	2	II	IV	C
eastern.....	6	3	IV	IV	
easy.....	19	3	III	III	
economical.....	3	1	IV	IV	
economize.....	3	1	III		
edge.....	4	2	III	IV	
edition.....	2	3	IV	IV	
educate.....	4	2	IV	IV	
education.....	12	3	IV	II	A
effort.....	16	2	IV	II	AC
egg.....	25	3	III	IV	
eighteen.....	18	1	III	III	
eighth.....	3	3	III	IV	
eighty.....	11	2	III	III	C
elaborate.....	3	1	III		
elbow.....	6	2	III	III	
elect.....	18	2	III	II	
election.....	7	2	III	II	
elope.....	2	2	IV	IV	
elsewhere.....	3		III		
embroider.....	3	3	III		
embroidery.....	4	2	III		
emergency.....	2	2	III		
employ.....	8	1	IV	III	
employee.....	11	2	III	IV	
employer.....	2	1	IV	IV	
employment.....	5	2	IV	III	
empty.....	4	3	III		

I	II	III	IV	V	VI
enable.....	2	1	IV	IV	
encourage.....	3	3	III	IV	
encouragement.....	3	1		III	
engage.....	8	2	III	IV	
engine.....	11	3	III	IV	C
engineer.....	10	1	III	III	
enjoyable.....	6	1	III	III	
enlarge.....	2	1	III		
enroll.....	3	2		III	
enrollment.....	2		IV	IV	
enter.....	10	2	III	III	
entertain.....	11	2	III	III	
enthusiasm.....	2	2		III	
entire.....	8	2	IV	III	
entirely.....	22	1	II	IV	
entitle.....	3	3	III	IV	A
envelop.....	19	2	II	IV	
envy.....	4	2	III		
epistle.....	3	1	IV	IV	
equally.....	3		IV	III	
erect.....	2	3	III		
errand.....	9	3	III		
error.....	4	3		III	
escape.....	4	2	III	IV	
escort.....	2	2	IV	IV	
especial.....	2	1	IV	IV	
essential.....	2	3	IV	IV	
establish.....	5	2	III	IV	
estimate.....	3	2	IV	IV	
eve.....	18		III		
event.....	6	2	III	III	
eventually.....	2		IV	IV	
everlasting.....	2		IV	IV	
everywhere.....	5	1	IV	IV	
evil.....	2	3		III	C
exact.....	5	3	IV	III	
exactly.....	8	1	III	IV	
examine.....	7	3	III	IV	
exceed.....	4	3	IV	IV	
excellent.....	9	3	III	II	
exceptionally.....	2		IV	IV	
exchange.....	2	2	III		
excitement.....	5	2	III	IV	
excursion.....	12	2	III	III	
exercise.....	25	3	III	II	
exhaust.....	3	3	III		
exhibit.....	3	2	IV	IV	
exhibition.....	2	3		III	

188 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
expectation.....	4	1	III	IV	
expensive.....	12	2	III	II	
expire.....	2	1	IV	IV	
explain.....	16	3	III	II	C
exposition.....	2	1	IV	IV	
exposure.....	2	1		III	
expression.....	2	1	IV	IV	
extend.....	4		III	IV	
extent.....	3	1	IV	III	
extreme.....	3	2	IV	III	
factory.....	20	2	III	III	A
faculty.....	14	1	III	II	
fade.....	5	3	III	IV	
failure.....	3	2	IV	IV	C
faint.....	2	2	III		
fairly.....	12	2	III	III	
faith.....	8	2	III	II	
faithful.....	3	2	IV	IV	
false.....	2	3		III	C
familiar.....	2	3		III	
famous.....	2	3	III		
fancy.....	9	2	III	III	
fare.....	20	3	III	II	
farm.....	15	2	III		C
farmer.....	5	2	III	IV	C
fascinate.....	2	1	IV	IV	
fashion.....	7	3	III	III	C
fasten.....	5	3	III	IV	
fault.....	17	3	III	III	
favor.....	8	2	IV	II	
favorable.....	4	2	IV	III	
favorably.....	2			III	
favorite.....	3	2	IV	IV	
fearful.....	7	3	IV	IV	
feast.....	2	3	IV	IV	
feat.....	3	2	IV	III	
feather.....	5	3	III	III	
feature.....	3	2		II	
fee.....	4	1	III	IV	
feed.....	10	2	III	III	
fellowship.....	2		IV	IV	
fence.....	8	3	III	IV	C
ferry.....	6	1	III	IV	
fever.....	29	3	III	IV	C
field.....	7	3	III	IV	C
fierce.....	8	3	III	IV	
fifth.....	5	2	III	IV	
fig.....	2	1	III		

I	II	III	IV	V	VI
figure.....	15	3	III	II	C
file.....	5	2	III	III	
fin.....	2	1	III		
final.....	6	2	IV	II	
finally.....	23	3	III	III	A
finance.....	4	2	III	IV	
financial.....	4	3	IV	III	
finger.....	9	2	III	IV	C
firecracker.....	3		III		
fireman.....	3		IV	IV	
firm.....	2	3	IV	IV	
fish.....	12	2	II		C
flannel.....	3	3	III		
flavor.....	2	3	III		
flight.....	3	3	IV	IV	
flour.....	3	3	III	IV	C
flower.....	14	3	III	IV	C
fly.....	24	3	III	IV	
foggy.....	6	2	III	IV	
fold.....	4	2	III		
foliage.....	4	2	III	IV	
fond.....	5	2	III		
food.....	16	2	II	IV	C
fool.....	16	1	III	IV	
foolish.....	20		IV	III	C
football.....	36	1	IV	III	
force.....	6	2	IV	II	C
foreign.....	4	3	IV	IV	
forever.....	6	1	IV	IV	
forgive.....	4	1	IV	IV	
fork.....	2	2	III		C
form.....	12	1	III	II	AC
formal.....	4	1	IV	IV	
fort.....	2		IV	IV	
fortunate.....	9	3	III	II	
fortune.....	5	3	III	III	
forty.....	28	3	III	III	C
forward.....	21	3	III	IV	A
foundation.....	8	1	III	II	C
fourteen.....	7	3	III	IV	
frame.....	12	2	III	II	
frank.....	4	2	IV	IV	
fraternity.....	3	1	IV	III	
freak.....	2	1	IV	IV	
freeze.....	6	3	III	III	C
freight.....	9	3	III	III	
frequent.....	2	3	III		
frequently.....	5		III	IV	

I	II	III	IV	V	VI
fresh.....	16	2	III	III	C
freshman.....	6	1	III	IV	
friendly.....	6	1	III	III	
friendship.....	2	2		III	
frighten.....	2	2	IV	IV	
frost.....	9	2	III	IV	
fruit.....	26	3	III	III	C
fry.....	12	1	III	IV	
fudge.....	15	1	IV	IV	
fully.....	8		III	III	A
function.....	2	2	IV	IV	
fund.....	2	1	IV	IV	
funeral.....	9	2	III	IV	
fur.....	7	3	III		
furnace.....	4	2	III	IV	C
furnish.....	18	1	III	II	
furniture.....	8	3	III		
fuss.....	4	1	III		
future.....	10	2	III	II	C
gain.....	8	3	III	III	
gallery.....	8	2	III		
gang.....	2	1	IV	IV	
garden.....	4	2	III	III	C
garment.....	4	2	IV	IV	
gas.....	6	2	III		C
gasoline.....	7	2	III		
gasp.....	2	1	III		
gay.....	6	1	III	IV	
gem.....	9	2	III		
generally.....	7	1	III	IV	
generous.....	2	2	III		
gentle.....	3	3	IV	IV	
gentleman.....	6	2	III	III	A
genuine.....	3	3	IV	IV	
geography.....	5	3		II	
geometry.....	16	1	IV	III	
gift.....	8	2	III	III	
giggle.....	2	1	III		
glance.....	3	2	IV	IV	
gloomy.....	8		III	IV	
glorious.....	3	2	III		
glory.....	2	2	IV	IV	
glove.....	6	2	III		
glue.....	3	3	III	IV	
gold.....	11	2	IV	III	AC
golden.....	7	2	IV	III	
goodby.....	59		II	IV	
goodness.....	7	1	II	IV	C

I	II	III	IV	V	VI
goodnight.....	38		III	III	
goody.....	3		IV	IV	
goose.....	5	2	III		
gorge.....	6	2	IV	IV	
gospel.....	3	2	IV	IV	
govern.....	2	1	III		C
government.....	3	3	III	IV	C
gown.....	17	1	III	IV	
grab.....	3	1	III	IV	
gradually.....	2		IV	IV	
graduate.....	5	1	III	IV	
grain.....	4	3	IV	IV	C
grandma.....	29	1	III	III	
grandmother.....	3	1	IV	IV	
grandpa.....	14		III	IV	
grandparent.....	2		III		
grant.....	3	2	IV	IV	
grape.....	13	2	III		
grass.....	18	2	III	III	C
grate.....	7	3	III		
grave.....	6		III	III	C
gravy.....	5	1	III		
gray.....	20	2	III	III	C
grease.....	2	3	III		C
greatly.....	12		III	II	
greet.....	4	2	III		
griddle.....	3	1	III		
grin.....	2	1	III		
grocer.....	2	3	III		
grocery.....	11	2	III		C
groom.....	2	1	III		
grove.....	2	2	IV	IV	
guard.....	5	3	III	IV	
guest.....	8	3	III	IV	
guide.....	11	2	III	IV	C
guild.....	4	1	IV	IV	
guilty.....	3	2		III	
gum.....	2	2	III		
gun.....	4	2	IV	III	
guy.....	4			III	
gymnasium.....	6	1	III	III	
gymnastic.....	2	1		III	
ha.....	14	1	III		
habit.....	10	3	III	III	
ham.....	2	1	III		
handkerchief.....	14	2	II	IV	
handle.....	6	3	III	II	C
handy.....	4		III		

I	II	III	IV	V	VI
happily.....	4	1	IV	III	
happiness.....	5	2	IV	III	C
hardship.....	2	2	IV	IV	
harm.....	2	2	III		
harmony.....	5	2		III	
harness.....	2	2	III		
harvest.....	3	2	III		
hash.....	3	1	III	IV	
haste.....	4	2	III	III	
hasten.....	2	1	IV	IV	
haul.....	4	3	IV	IV	
hay.....	6	2	III	III	
headache.....	24	1	II	IV	
heal.....	3	3	III		
healthy.....	5	1	III	IV	C
heap.....	4	2	III		
heartfelt.....	2		III		
heartily.....	3	1	III		
heaven.....	4	2	III	IV	C
heavily.....	6	1	III	IV	
heel.....	3	2	III	IV	
height.....	5	3	III	IV	C
hello.....	5		III	IV	
helper.....	3		III		
helpful.....	4	1	III	IV	C
hen.....	5	2	III	III	
hence.....	5	1	IV	III	
herald.....	2	1	IV	IV	
hereafter.....	3		IV	IV	
hesitate.....	3	2	IV	IV	
hide.....	10	2	III	II	C
highly.....	5	1	IV	IV	
hike.....	3		IV	IV	
hill.....	12	3	III	III	C
hilly.....	3		III		
hinge.....	2	2	III		
hint.....	2	2	IV	IV	
hire.....	14	2	III	III	
history.....	18	3	III	II	
hit.....	9	1	III	II	
hoarse.....	3	3	IV	IV	
hog.....	5	1	IV	III	C
holder.....	2		IV	IV	
holiday.....	19	3	III	IV	
hollow.....	2	2	III		C
holy.....	3	3	IV	III	
homelike.....	3		III		
homely.....	4	1	IV	IV	

I	II	III	IV	V	VI
homesick.....	8		III	IV	
honest.....	10	3	IV	IV	
honestly.....	2		IV	IV	
honey.....	3	3	III	IV	
honor.....	3	2		III	A
hood.....	2	2	III		
hook.....	5	1	III	IV	
hop.....	2	2	IV	IV	
hopeful.....	3	2		III	
horn.....	5	1	III	IV	
horrible.....	7	2	IV	III	
horrid.....	3	2	III		
horseback.....	3		IV	IV	
hose.....	3	2	IV	IV	
hospitable.....	2	1	IV	IV	
hospital.....	16	3	II		A
household.....	7	2	III	III	
housekeeper.....	4		III		
housekeeping.....	6		III	IV	
housework.....	3		III		
hug.....	31	1	III	III	
huge.....	2	2	IV	IV	
human.....	6	2	IV	II	
humble.....	3	2	III	IV	
hundred.....	17	3	III	III	C
hungry.....	8	2	III	IV	C
hunt.....	12	2	II	IV	
husband.....	25	2	III	III	C
hustle.....	10	2	III	IV	
hymn.....	5	3	III	IV	
hysterics.....	4	1	III		
ice.....	20	2	III	IV	C
icy.....	2	2	IV	IV	
ideal.....	2	1		III	
identify.....	2	1	III		
ignoramus.....	4	1	IV	IV	
ill.....	8	2	III	III	AC
illness.....	7	1	III	III	
imitate.....	3	2	IV	IV	
immediately.....	7	1	III	IV	
immense.....	4	3	IV	IV	
immensely.....	5		IV	III	
impatient.....	2	2	IV	IV	
importance.....	6	1	III	III	A
important.....	6	2	III	III	
impose.....	4	2	III	IV	
impress.....	6	2	IV	II	
impression.....	5	2	III	III	

I	II	III	IV	V	VI
impressive.....	2	2	IV	IV	
improvement.....	4	2	III		
inaugurate.....	3	2		III	
inch.....	9	2	III	IV	C
incidentally.....	5		III	III	
include.....	18	2	III	III	
inconvenience.....	4		IV	II	
increase.....	11	3	IV	II	
indeed.....	12	2	III	II	
indefinitely.....	2			III	
indescribable.....	2		IV	IV	
indigestion.....	2	1	III		
indigo.....	2	1	III		
individual.....	5	2	III	IV	
industrious.....	4	1	IV	IV	
industry.....	2	3	III		C
influence.....	9	3	III	II	
inform.....	7	1	III	IV	A
informal.....	3	1	IV	IV	
information.....	4	2	III	IV	AC
injure.....	2	2	IV	IV	
injury.....	4	1		II	
ink.....	5	2	III		
innocent.....	2	3	IV	IV	
inquire.....	10	3	III	III	
inspect.....	2	1	IV	IV	A
inspiration.....	2	1		III	
install.....	2	2	IV	IV	
instance.....	6	2		II	
instant.....	2	3		III	
institute.....	21	1	III	IV	
instruct.....	2	2		III	
insult.....	2	1	IV	IV	
insurance.....	16	2	III	IV	
insure.....	4	2	IV	III	
intention.....	2	2		III	
intermission.....	2	1		III	
interrupt.....	5	2	III		
interruption.....	5		IV	IV	
intimate.....	5	3	III	IV	
introduce.....	3	3	IV	III	
introduction.....	3	2	IV	IV	
intrude.....	3	2		III	
invalid.....	3	3	IV	IV	
investment.....	2	1		III	
invitation.....	14	3	III	III	
iris.....	2		III		
itch.....	2		III		

I	II	III	IV	V	VI
item.....	5	2	III	IV	
itself.....	4	1	III	III	
jam.....	2	2	III		
janitor.....	17	3	III	III	
jar.....	2	1	IV	IV	
jaw.....	10	1	IV	IV	
jealous.....	13	3	III	IV	
jelly.....	14	3	II		
jewel.....	2	3	III		C
joke.....	8	2	III	III	
jolly.....	4	3	III	IV	
journey.....	9	3	III	III	
joy.....	2	2	IV	IV	C
judge.....	17	3	III	IV	C
judgment.....	9	3	III	III	C
juice.....	5	3	III		C
jump.....	11	2	II	IV	
junior.....	12	3	III	II	
junk.....	2	1	IV	IV	
justice.....	6	2	IV	III	
justify.....	3	2	IV	III	
key.....	5	2	III	IV	
kick.....	4	3	IV	IV	
kidney.....	4	1	III		
kimono.....	5	1	III	IV	
kindly.....	7	1		II	A
kindergarten.....	6	1	IV	III	
kindness.....	3		III	IV	AC
king.....	4	2	III	IV	
kitten.....	3	2	III		
knee.....	11	3	III	IV	
knife.....	3	3	III		C
knock.....	8	3	III	III	
knowledge.....	4	3	IV	IV	C
kodak.....	4	2	IV	IV	
labor.....	8	3	III	III	A
lace.....	18	2	III	III	
lack.....	12	2	III	II	
lake.....	23	2	III	III	
lame.....	7	1	III		
lamp.....	4	2	III	IV	
landlady.....	6		III	III	
language.....	2	3	IV	IV	
lantern.....	3	3	IV	IV	
lap.....	16	2	III	IV	
lard.....	4	1	III		
largely.....	2		IV	IV	
laugh.....	75	3	III	IV	C

196 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
launch.....	3	2	III		
launder.....	3	3	III		
laundry.....	6	3	III	IV	
law.....	15	2	II	IV	C
lawn.....	9	3	III	III	
lawyer.....	3	3	IV	III	C
lay.....	40	2	III	III	C
layer.....	4	1	III	IV	
lazy.....	8	2	III	IV	C
lead.....	13	3	III	II	A
leader.....	3	2	IV	III	
leaf.....	9	2	III	IV	
league.....	54	2	IV	IV	
lean.....	4	2	III	IV	
lease.....	6	2	III	IV	
leather.....	6	3	III	IV	C
lecture.....	22	3	III	III	
leg.....	13	2	III	II	C
legging.....	4	1	III		
legislature.....	2	2		III	
lemon.....	4	3	III	IV	C
lemonade.....	4	3	III	IV	
length.....	13	3	III	II	C
lens.....	2	2	III		
level.....	5	3	III	III	C
lie.....	23	3	III	IV	C
lien.....	2	2	IV	IV	
lift.....	9	2	III	IV	C
lighten.....	2	1	IV	IV	
likely.....	33	1	III	II	
lily.....	2	3	IV	IV	
limb.....	4	2	III		
limit.....	14	3	III	III	
limp.....	2	2	III		
linen.....	2	3	III		C
lip.....	6	2	III	IV	
liquor.....	2	2	III		
list.....	12	2	III	III	A
literary.....	5	2	IV	IV	
literature.....	7	3	IV	II	
lively.....	6	2	III		
liver.....	2	1	III		
load.....	14	3	III		
loaf.....	3	3	IV	IV	
loan.....	5	3	III	IV	
local.....	5	2	IV	III	
locate.....	8	2	III	III	
location.....	8	1	III	IV	

I	II	III	IV	V	VI
lock.....	11	2	III	IV	
lodge.....	4	3	III	III	
logic.....	3	1	III		
lonely.....	8	2	III		
lonesome.....	14	2	III	III	
loop.....	3	2	III		
loose.....	5	3	III		C
loss.....	8	3	III	IV	
loud.....	2	3	III		
lovable.....	3	1	IV	IV	
lover.....	7		IV	III	C
lovingly.....	12		III	IV	
luck.....	5	2	III		C
lumber.....	2	2	IV	IV	
lump.....	2	2	III		
luncheon.....	7	3	III	IV	
lung.....	16	1	III	IV	C
luxury.....	6	3	III	III	
ma.....	97		III	IV	
mad.....	30	1	III	IV	
madam.....	3	1	III	IV	A
magazine.....	9	3	III	IV	
maid.....	5	3	III		
main.....	8	3	III	III	
majesty.....	2	2	III		
majority.....	6	2	IV	II	
male.....	3	2	IV	IV	
mama.....	176	1	III	II	
manager.....	2	1	IV	IV	
manly.....	3	1	IV	IV	
manner.....	10	3	III	IV	C
manufacture.....	4	3	III	IV	
marble.....	3	3	IV	IV	
march.....	2	1	III		
mark.....	10	2	IV	III	AC
marriage.....	2	2	IV	IV	C
marry.....	81	1	III	III	C
mash.....	2	2	III		
mason.....	4	1	IV	III	
masonic.....	3	1	IV	IV	
mass.....	3	2	III		
master.....	7	2	III	II	C
mat.....	5	2	III		
match.....	6	2	III	IV	C
mathematics.....	2	2	IV	IV	
matron.....	7	2	III		
mattress.....	7	3	III		
meantime.....	2		III		

198 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
measure.....	8	3	III	III	AC
meat.....	19	3	III	III	C
medical.....	3	2	III	IV	A
medicine.....	24	3	II	IV	C
melt.....	8	2	III	IV	
member.....	29	2	IV	II	A
memorial.....	4		III		
memory.....	7	3	III	III	C
mend.....	38	2	III		
mercy.....	3	2	IV	IV	C
merely.....	6	1	III	II	
merry.....	6	3	III		
mess.....	7	1	III	IV	
message.....	3	2	III		
method.....	4	2		II	
mid.....	19	2	III	III	
middle.....	20	3	III	IV	C
mild.....	2	2	IV	IV	
milk.....	14	2	II		C
million.....	4	1	III	III	C
mince.....	4	1	III	IV	
miner.....	3	1	III	IV	
minimum.....	2	2	IV	IV	
minister.....	20	3	III	IV	C
minus.....	2	1		III	
miserable.....	7	2	III	IV	
mislead.....	2		IV	IV	
missionary.....	5	2	III		
misspell.....	2	2	IV	IV	
mistake.....	22	3	III	III	C
misunderstand.....	4		IV	IV	
mitten.....	6	3	III		
mix.....	11	1	III	IV	C
mixture.....	3	3	III	IV	
mob.....	3		IV	IV	
mock.....	2	2	III		
modern.....	6	3	III	IV	
mohair.....	2	1	III		
monkey.....	2	3	IV	IV	
monthly.....	5		III	IV	
moon.....	4	2	III	IV	C
moonlight.....	2	2	IV	IV	
moose.....	2	1	III		
mop.....	4	1	III		
moral.....	2	2	IV	IV	
mortgage.....	2	3	IV	IV	
mostly.....	6	1	III	IV	
moth.....	3	1	III		

I	II	III	IV	V	VI
motion.....	6	3	III	IV	
motor.....	7	3	IV	IV	
mountain.....	25	3	III	IV	C
mouse.....	5	2	III		C
mouth.....	17	2	III	IV	
movement.....	3	1	III	IV	
mud.....	10	1	III	II	
murder.....	3	2	IV	IV	C
muscle.....	3	3	III	IV	
muscular.....	3	2	III		
museum.....	10	3	III		
musical.....	8	1	III	III	
muslin.....	4	3	III	IV	
muss.....	3	1	III		
mutilate.....	3	2	III		
mystery.....	2	2	III		
nail.....	4	2	III	IV	C
nap.....	22	1	III		
napkin.....	4	3	III		
narrow.....	7	2	III	III	C
national.....	9	3	III	III	
native.....	2	2	IV	IV	
natural.....	10	3	III	III	
naturally.....	7	1		II	
naughty.....	4	3	III		
navy.....	2	1	IV	IV	
nearby.....	18		III		
neat.....	4	1	III		C
necessity.....	2	3	IV	IV	
necktie.....	3	1	IV	IV	
neglect.....	2	2	IV	IV	
negro.....	3	2	IV	IV	
neighbor.....	17	3	II	IV	
neighborhood.....	2	1	III		
neighborly.....	2		III		
nephew.....	2	3	IV	IV	
nervous.....	11	2	II	IV	
newspaper.....	17	2	III	IV	C
nicely.....	19		III	III	
nightgown.....	6		III		
nineteen.....	8	3	III	IV	
ninety.....	13	2	III	IV	C
ninth.....	7	1	III	IV	
nod.....	3		III	IV	
noisy.....	5		III		
nonsense.....	3	2	IV	IV	
nor.....	18	1	III	III	
normal.....	10	1	III	III	

200 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
nose.....	37	2	II	IV	C
noticeably.....	2			III	
notify.....	2	3		III	
notion.....	6	2	III	III	
notwithstanding.....	3		III		
nurse.....	6	3	II		C
nut.....	4	2	IV	IV	C
oatmeal.....	3	1	IV	IV	C
object.....	12	2	III	IV	
objection.....	4	3	III	IV	
obligate.....	5	1	IV	IV	
oblige.....	4	3	III		AC
observation.....	8	1	IV	III	
observe.....	5	2	III	III	
occasion.....	7	3	IV	III	
occasionally.....	4	1	III	III	
occupant.....	3	2	III		
occupy.....	11	3	III	II	
occur.....	8	3		III	
ocean.....	7	3	III	III	C
odd.....	7	2	III	IV	
offend.....	4	2		II	C
officer.....	4	3	III	III	
official.....	6	1	IV	IV	
oil.....	17	3	III	IV	C
olive.....	3	2	III	IV	
omit.....	2	3	IV	IV	
onto.....	6		III		
opera.....	6	3	IV	II	
operation.....	8	1	III	III	
opinion.....	4	3	IV	III	
opportune.....	2	2	IV	IV	
opportunity.....	15	3	III	II	
oppose.....	5	2		III	
opposite.....	5	3	III	III	
opposition.....	4	2	IV	IV	
orange.....	19	2	II	IV	C
orchard.....	5	3	III	IV	
ordinary.....	3	3	IV	IV	
organ.....	7	3	IV	III	
organize.....	4	2	IV	IV	
original.....	2	3	IV	IV	
outcome.....	4	1	IV	IV	
outfit.....	3		IV	III	
outlook.....	2		IV	IV	
outrage.....	3	1		III	
oven.....	4	3	III		
overalls.....	6	1	III	IV	

WORD LISTS

201

I	II	III	IV	V	VI
overcoat.....	5	1	IV	III	
overdo.....	5		III		
overflow.....	2	1	III		
overhaul.....	2		III		
overlook.....	5	1	III	III	
overturn.....	2		IV	IV	
oyster.....	4	3	III		
pad.....	3	1	III		
paddle.....	2	3		III	
page.....	6	2	III	IV	
pail.....	7	3	III		
pain.....	22	3	III	III	C
pair.....	30	2	III	IV	A
pale.....	2	3	III		
palm.....	2	3	IV	IV	
pan.....	13	2	II	IV	
pancake.....	5		IV	IV	
panel.....	2	2	IV	IV	A
pant.....	7	1	IV	IV	
pantry.....	4	3	IV	IV	
papa.....	66	1	III	III	
parade.....	4	3	III	IV	
parcel.....	4	3	III		
pardon.....	2	3	IV	IV	
parent.....	4	3	IV	III	C
partially.....	3		III	IV	
particular.....	14	2	III	II	AC
particularly.....	14	1	III	II	
partly.....	7	1	III	IV	C
passenger.....	8	3	III	IV	
patch.....	3	3	III		
patent.....	2	1	IV	IV	
path.....	3	2	IV	IV	
patience.....	2	3	IV	IV	
patient.....	7	3	III	IV	
patron.....	2	2	IV	IV	
patronize.....	6	1	III	III	
pattern.....	22	3	III		
pave.....	5	1	III	IV	
pavement.....	2	3	III		
payable.....	2	2	IV	IV	
payment.....	6	2	IV	IV	
pea.....	2	2	III		
peace.....	5	3	III	II	C
peaceful.....	2		IV	IV	
peach.....	9	3	III	IV	C
peak.....	3	3	IV	IV	
peanut.....	2	3	III		

202 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
pear.....	4	3	III		C
peck.....	6	2	III		
peculiar.....	3	2	III	IV	C
peep.....	2	2	III		
peer.....	2	3	III		
peg.....	2	1	IV	IV	
pencil.....	5	3	III		
penny.....	5	2	III	III	
pepper.....	2	3	IV	IV	
perfect.....	15	3	II	IV	C
perfectly.....	28	1	III	III	
perform.....	2	2	IV	IV	
performance.....	4	2	IV	IV	
period.....	5	3	III	IV	C
peritonitis.....	2	1	IV	IV	
permanent.....	3	3	III	IV	
permission.....	9	1	III	III	
permit.....	7	2	IV	II	
persimmon.....	2	1	IV	IV	
personal.....	3	3		III	A
personality.....	3	1		II	
personally.....	4			III	
persuade.....	6	3	III	III	
pet.....	2	2		III	
petition.....	2	2	IV	IV	
philosophy.....	2	1	III		
phone.....	20		II	IV	
photo.....	3		IV	IV	
photographer.....	2	1	III		
physic.....	3	1	IV	IV	
physical.....	6	1	IV	IV	
physically.....	2		IV	IV	
physiology.....	3	2		III	
pickle.....	8	3	III	IV	
picnic.....	11	3	III	IV	
picturesque.....	2	3	III		
pig.....	2	2	IV	IV	C
pile.....	11	2	III	III	
pink.....	27	1	III	III	C
pint.....	4	2	III		
pipe.....	6	2	III		C
pitch.....	2	2	IV	IV	
pitcher.....	2	2	IV	IV	
pity.....	6	3	III	III	
plaid.....	3	3	III		
plain.....	14	3	III	III	AC
plainly.....	5	1	III	III	
plait.....	7	1	III		

I	II	III	IV	V	VI
plant.....	13	3	III	III	C
plaster.....	6	2	III	III	C
plate.....	10	2	II	IV	
platform.....	2	2	IV	IV	
player.....	4	1	III	IV	
pleasantly.....	3	1	IV	III	
pleasure.....	29	3	III	II	AC
pledge.....	2	3		III	
plum.....	11	3	III		
plush.....	3	1	III		
pocket.....	10	3	III	IV	C
pocketbook.....	4		IV	IV	
poem.....	2	3	IV	IV	
poetry.....	11	3	IV	IV	
poison.....	6	3	III	IV	
policy.....	8	2	IV	IV	
polish.....	3	3	IV	IV	
political.....	4	2	IV	III	
pond.....	3	2	III		
poorly.....	7		III	III	
popular.....	8	3	III	IV	
population.....	2	2	IV	IV	
pork.....	7	1	III		C
porter.....	6	1	III	IV	
portière.....	2	1	III		
portion.....	3	2		III	
pose.....	2	1	IV	IV	
position.....	8	3	III	II	A
positively.....	4		III	IV	
possibility.....	4	1	III	IV	
possibly.....	17		III	III	C
postage.....	6	3	III		
postal.....	22	1	III	III	
poster.....	2	1	IV	IV	
postman.....	3		IV	IV	
postpone.....	4	2	IV	III	
pound.....	27	3	II		C
pour.....	3	3	III		
practically.....	8		III	III	
practise.....	27	3	IV	I	
prairie.....	2	3	IV	IV	
pray.....	3	3	IV	IV	
prayer.....	16	3	III	IV	
preach.....	14	3	III	IV	C
preacher.....	9		III	IV	
precinct.....	2	2	IV	IV	
precious.....	3	3	III		
prefer.....	9	3	IV	II	A

204 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
prejudice.....	2	3	IV	IV	
preliminary.....	6	1	IV	IV	
preparation.....	6	3	IV	IV	
preparatory.....	3		IV	III	
prescription.....	3	2	III		
presence.....	3	1	III	IV	
preserve.....	4	3	IV	III	
preside.....	4	1		III	
president.....	11	3	III	II	A
presidential.....	2			III	
press.....	15	2	III	III	C
presumably.....	2		III		
presume.....	12	1	III		
pretend.....	4	2	IV	III	
prevent.....	7	2	III	IV	
previous.....	5	2	III	IV	
previously.....	2			III	
pride.....	5	2	III	IV	
primary.....	7	2	III	II	
principal.....	9	3	III	II	
print.....	4	2	IV	IV	AC
private.....	10	3	III	II	AC
privilege.....	6	3	III	IV	
prize.....	14	2	III	III	
probable.....	5	1		III	
problem.....	8	2	III	II	
proceed.....	3	3		III	
prod.....	2		IV	IV	
produce.....	3	2		III	
professional.....	2	1		III	
profit.....	2	3	III		
program.....	18	2	III	II	
progressive.....	3	2	III		
promenade.....	5	1	III	IV	
promptly.....	2	2	IV	IV	
pronounce.....	3	2	III		
proper.....	9	3	III	IV	
properly.....	5	1	IV	III	
property.....	4	2	III	IV	C
propitious.....	2	2		III	
proportion.....	2	1	IV	IV	
propose.....	2	2		III	
proposition.....	8	2	IV	III	
prospect.....	4	2	IV	IV	
protect.....	2	2	IV	IV	
proud.....	14	2	III	IV	
prove.....	13	3	III	III	
provide.....	6	2	III	IV	

I	II	III	IV	V	VI
provoke.....	2	2	IV	IV	
public.....	11	2	IV	II	A
publish.....	2	2		III	A
pudding.....	14	2	III		
puff.....	4	2	III		
pug.....	2	1	IV	IV	
pullman.....	10		IV	III	
pulse.....	6	2	III		
pump.....	9	2	III	II	
pumpkin.....	2	3	III		
punish.....	2	2	IV	IV	
pupil.....	18	3	III	III	
purchase.....	6	2	III	II	
pure.....	4	2	IV	IV	C
purpose.....	4	3	IV	III	
push.....	2	2	III		
puzzle.....	4	3	III	IV	
quarrel.....	9	3	III	IV	
quart.....	19	2	III		C
quartet.....	4	3	IV	IV	
queen.....	6	3	IV	III	
queer.....	7	3	IV	III	C
quest.....	2	1	IV	IV	
quickly.....	3	1	IV	IV	
quietly.....	5	1	III		
quilt.....	5	2	III		
quinine.....	3	1	IV	IV	
race.....	5	2	III	III	
rack.....	7	1	III	IV	
radiator.....	2	2	III		
rag.....	13	1	III	III	
rail.....	4	1	III	IV	
railroad.....	7	3	III	II	C
railway.....	2		IV	IV	
rainy.....	16	2	II	IV	
raisin.....	3	3	IV	III	
rake.....	5	1	III		
rally.....	3	1	IV	IV	
ranch.....	7	2	III		
range.....	11	2	III	III	
rapid.....	4	2	IV	IV	
rapidly.....	8	1	III	III	
rate.....	17	2	III	II	
ravine.....	2	2	IV	IV	
raw.....	2	2	IV	IV	
razor.....	5	2	IV	IV	
readiness.....	3		III		
rear.....	2	1	IV	IV	

206 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
reasonable.....	8	3	III	III	
receipt.....	8	3	III	IV	AC
recent.....	2	2	IV	IV	A
recently.....	8		III	III	
reception.....	8	2	III	III	
recess.....	7	3		III	
recital.....	2	1	IV	IV	
recognize.....	3	2	III	IV	
recollect.....	2	3	IV	IV	
recommend.....	3	3	IV	IV	A
recommendation.....	4	1	III	IV	
record.....	7	2	III	II	
recover.....	6	1	III	III	
reduce.....	4	1	III	IV	
refer.....	6	2	IV	II	A
reference.....	5	2		III	
refit.....	2		III		
refreshment.....	5	1	III	IV	
refund.....	2	1	IV	IV	
refuse.....	8	2	III	IV	
regain.....	2	1		III	
register.....	10	2	III	III	
regret.....	4	2	III	IV	
regular.....	26	1	III	III	
regularly.....	7		III	IV	
rejoice.....	2	3	IV	IV	
relate.....	4	1	III	III	
relation.....	6	1	III	IV	
relative.....	6	3	III	IV	A
release.....	2	3	IV	IV	
relief.....	5	2	III		
relieve.....	19	3	III	III	
religious.....	4	3		III	
relish.....	2	1	IV	IV	
remainder.....	2	2	IV	IV	
remark.....	7	1	III	III	
remedy.....	5	3	III	IV	
remembrance.....	3		III	IV	
remind.....	9	1	III	II	
remodel.....	3		III		
remove.....	5	2	III	III	
renew.....	2	2	IV	IV	
renter.....	2		III		
repair.....	6	3	IV	IV	
repay.....	3	2	IV	III	
repeat.....	4	2	III	IV	C
repetition.....	2	2	IV	IV	
reply.....	14	2	IV	II	AC

WORD LISTS

207

I	II	III	IV	V	VI
represent.....	6	2	III	IV	
representative.....	3	1		III	A
republican.....	3	1	IV	IV	
require.....	5	2	III	II	
reset.....	4		IV	IV	
residence.....	6	3	IV	III	
resident.....	2	2	III		
resign.....	11	2	III	III	
resort.....	2	1	IV	IV	
respect.....	12	1	III	III	
respectable.....	4	2	III		
responsibility.....	7	1	III	IV	
restaurant.....	17	2	III	III	
restful.....	2		III		
restless.....	7		III	IV	
result.....	12	2	IV	III	
retire.....	5	1	III	III	
reunion.....	9	1	III	IV	
reverend.....	5	2	III	IV	
reverse.....	4	1		III	
review.....	6	3	IV	III	
rheumatic.....	5	1	III	IV	
rheumatism.....	19	2	III	IV	
ribbon.....	9	2	III	IV	
rice.....	5	2	III	IV	
rid.....	4	1	IV	III	
rig.....	3	1	III		
rip.....	6	1	III		
rise.....	11	3	III	II	
river.....	12	2	III	IV	C
roar.....	5	3	III	IV	
roast.....	6	3	III	III	
rob.....	3	1	IV	IV	
rocky.....	2	1	IV	IV	
roller.....	2	2	IV	IV	
roomer.....	3		III		
root.....	3	3	III	IV	
rope.....	4	2	III		
rose.....	6	2	III	IV	
rosy.....	2	2	III		
rough.....	12	3	III	II	C
round.....	20	2	III	III	C
route.....	8	3	III	IV	
row.....	12	2	III	II	
royal.....	7	3	IV	III	
rub.....	13	2	II	IV	
rubber.....	5	2	III		C
ruffle.....	7	2	III		

208 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
rug.....	21	1	III	IV	
ruin.....	2	3	IV	IV	
rule.....	9	2	III	II	
runner.....	6		IV	IV	
rush.....	13	2	III	III	
sack.....	2	2	III		
sacred.....	2	3	IV	IV	
sacrifice.....	2	3	IV	IV	
sad.....	7	2	III	III	
sadly.....	2			III	
safely.....	8	1	III	IV	
sail.....	17	3	III		
sailor.....	4	2	III		
saint.....	2	2	IV	IV	
sake.....	11	2	III	IV	
salad.....	9	3	III	IV	
salary.....	14	3	III	II	A
sale.....	9	3	III		
salesman.....	3	1	IV	IV	
salt.....	17	2	III	IV	
sample.....	4	2	III		
sand.....	3	2	III	IV	
sandwich.....	4	2	III	III	
sanitary.....	4	1	III	IV	
sarcastic.....	2	1		III	
sash.....	3	2	III		
satin.....	7	2	III		
satisfaction.....	5	2	III	IV	
satisfactory.....	11	2	III		
sauce.....	12	3	III		
saucer.....	4	3	III		
scale.....	3	3	IV	III	
scalp.....	3	2	IV	IV	
scant.....	2		III		
scar.....	3	2	III	IV	
scarce.....	3	2	III	IV	
scarcely.....	14	1	III	II	
scarlet.....	3	3	III	IV	
scatter.....	3	3	III	IV	
scenery.....	9	2	III	IV	
schedule.....	4	3	IV	III	
scholar.....	9	3	IV	IV	
scholarship.....	2		IV	IV	
science.....	7	2	IV	III	
scissors.....	3	3	III		
scold.....	9	2	IV	IV	
scorch.....	2	3	IV	IV	
scorcher.....	2		IV	IV	

I	II	III	IV	V	VI
score.....	12	2	III	II	
scout.....	4	1	IV	IV	
scramble.....	3	1	III		
scrap.....	6	3	III	IV	
scrape.....	2	3	IV	IV	
scraper.....	2		IV	IV	
scratch.....	2	3	IV	IV	
scream.....	4	2	III		
screen.....	4	3	IV	IV	
scribble.....	3	2	III	IV	
scrub.....	10	2	III		C
sea.....	15	3	III	II	
seal.....	6	2	III	IV	
search.....	2	2	IV	IV	C
season.....	23	3	III	II	
secret.....	6	2	III	IV	C
secretary.....	4	3	III	IV	A
section.....	11	1	III	III	
secure.....	12	2	III	III	AC
seed.....	2	3	IV	IV	
seek.....	3	3	IV	IV	
seldom.....	7	2	III	IV	
self.....	6	1	III	IV	
senior.....	9	2	IV	III	
sense.....	9	3	III	III	C
sentence.....	3	3	III		
separate.....	8	3	III	IV	A
separately.....	5		III	IV	
serious.....	13	3	III	II	
sermon.....	17	2	III	IV	
session.....	4	2	IV	IV	
seventeen.....	6	1	III	IV	
seventh.....	2	1		III	
severe.....	6	2	III	IV	C
shade.....	21	2	III	III	
shadow.....	6	3		II	C
shake.....	14	2	III	IV	C
shamefully.....	2		IV	IV	
shape.....	23	2	III	III	
share.....	7	2	III	IV	C
sharp.....	8	2	III	IV	C
shave.....	4	1	IV	IV	
shed.....	2	1	IV	IV	
sheet.....	10	2	III	III	
shelf.....	3	3	III	IV	
shell.....	2	2	III		
shine.....	13	3	III	III	C
ship.....	12	2	III	III	C

210 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
shirt.....	34	1	II	IV	C
shock.....	8	2	III	III	
shoe.....	32	3	II	IV	C
shoot.....	5	2	III		
shore.....	7	3	III	IV	
shortly.....	10	1	III	II	
shoulder.....	12	3	III	III	C
shout.....	2	2	III		
shove.....	3	3	III	IV	
shower.....	12	2	III	III	
shrink.....	2	2	III		
shudder.....	2	1	IV	IV	
shut.....	4	2	III	IV	
sickness.....	10		III	IV	C
sideboard.....	2	1	III		
sidewalk.....	3		III		
sightseeing.....	10		IV	IV	
signature.....	2	2	IV	IV	A
silent.....	2	2	IV	IV	
silly.....	17	1	III	IV	
silver.....	12	2	III	IV	AC
silverware.....	2		III		
similar.....	5	3	III	III	
simple.....	5	2	III	III	
simply.....	11	1	III	IV	
sin.....	2	1	IV	IV	C
sing.....	31	2	III	IV	C
single.....	10	3	III	III	C
sink.....	6	2	III		
sir.....	10	2	III	IV	A
sirup.....	7	3	III		
situate.....	5		IV	IV	
sixteen.....	13	1	III	II	
sixth.....	2	2	IV	IV	
skate.....	4	1	IV	IV	
skim.....	3	2	III		
skimp.....	2		III		
skin.....	11	1	III	III	
skip.....	2	2	IV	IV	
sky.....	3	2	IV	IV	C
slap.....	3	2	IV	IV	
slave.....	2	2	IV	IV	
sleeper.....	5		III	IV	
sleepy.....	16	1	III	III	
sleet.....	2	1	III		
sleeve.....	24	2	II	IV	C
sleigh.....	7	3	III	IV	
slice.....	6	2	III		

WORD LISTS

211

I	II	III	IV	V	VI
slick.....	3	1	III		
slide.....	7	2	III	IV	A
slight.....	7	2	III	II	
slightly.....	2	1	IV	IV	
sling.....	2	2	IV	IV	
slip.....	15	2	III	IV	
slipper.....	12	1	III	III	
slow.....	8	2	III	III	
slowly.....	3	1	IV	IV	
slumber.....	2	2		III	
smart.....	16	1	III	III	
smell.....	6	2	III	IV	C
smile.....	5	2	III	IV	C
smooth.....	4	3	III		C
snake.....	2	2	IV	IV	
snap.....	3	1	III	IV	
sneeze.....	9	3	III	IV	
soak.....	5	3	III	IV	
soap.....	7	2	III	IV	AC
sober.....	2	2	IV	IV	
sociable.....	2	1		III	
social.....	26	3	III	II	
socialist.....	3	1	III		
society.....	14	3	III	III	
sock.....	7	1	III	IV	
soda.....	2	1	III		
sofa.....	7	2	III	IV	
soft.....	17	2	II	IV	C
soil.....	5	3	III	IV	C
soldier.....	6	3	IV	III	
sole.....	8	3	IV	IV	C
solid.....	2	2	IV	IV	C
solo.....	2	1	IV	IV	
solution.....	2	2	IV	IV	
solve.....	4	2		III	
somebody.....	8	2	IV	IV	
somehow.....	3		IV	IV	
somewhat.....	18		III	III	
somewhere.....	11		III		
song.....	25	2	III	III	AC
soreness.....	5		III	IV	
sorrow.....	4	2	IV	III	C
soul.....	17	3	III	IV	C
soup.....	11	3	III		C
sour.....	2	3	III		
source.....	2	3		III	
southern.....	13	2	III	III	
space.....	4	2	III	IV	C

212 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
span.....	2	1	III		
spare.....	14	1	III	III	
speaker.....	6	2	IV	III	
specialist.....	2		III		
speech.....	6	3	III	III	
spick.....	2		III		
spirit.....	8	2	IV	III	C
spit.....	4	1	III	IV	
spite.....	5	1	IV	III	
splendid.....	6	1	III	III	A
spoon.....	5	3	III		C
sport.....	7	2	IV	IV	
spout.....	2	2		III	
spread.....	15	3	III	III	C
sprinkle.....	12	2	III		
squabble.....	2	1	IV	IV	
square.....	33	2	III	III	C
squarely.....	2			III	
squeeze.....	11	3	III	IV	
stable.....	4	3	III	IV	
stack.....	3	2	III	IV	
stag.....	4	1	IV	IV	
stage.....	3	1	III	IV	
stain.....	2	3	III		
stalk.....	2	3	IV	IV	
stamp.....	9	2	III		A
standard.....	7	2	IV	II	
star.....	7	2	IV	III	C
starve.....	4	3	III		
statement.....	5	2	IV	III	A
station.....	24	2	III	IV	
stationery.....	2	3		III	
statistics.....	2	2	III		
steadily.....	4	2	III	IV	
steady.....	2	2	IV	IV	C
steak.....	13	3	III	IV	
steal.....	4	2	III	IV	C
steam.....	6	2	III	IV	C
steamer.....	15	1	IV	IV	
steel.....	2	2	III		C
steep.....	3	3	IV	IV	
stenographer.....	3			III	
stew.....	5	2	III		
stiff.....	4	2	III	IV	
sting.....	3	2	III	IV	
stingy.....	4	3	III	IV	
stir.....	5	2	III		
stitch.....	6	3	III		

I	II	III	IV	V	VI
stomach.....	23	3	II	IV	
stone.....	9	2	III	III	
stool.....	3	2	III	IV	
stoop.....	3	3	III		
storage.....	5	1	III		
storm.....	15	2	III	III	C
stormy.....	3		IV	IV	
straight.....	15	2	III	II	C
straighten.....	9		III	IV	
strain.....	8	3	III	II	
strange.....	25	3	III	II	
strap.....	3	2	III	IV	
straw.....	9	2	III	IV	C
streak.....	2	3	IV	IV	
strength.....	6	2	II	IV	
strenuous.....	6	2	III		
stretch.....	3	2	III	IV	
string.....	9	2	III	IV	C
strip.....	3	2	III		
stroll.....	6	2	III	IV	
strongly.....	4	1	III	IV	
struggle.....	4	2		III	
stubborn.....	2	3	IV	IV	
stump.....	3	1	IV	IV	
stunt.....	7	1	IV	III	
stupid.....	3	3	III		
stylish.....	6		III		
subject.....	16	2	III	III	AC
submit.....	3	2		III	
substantial.....	2	2	IV	IV	
substitute.....	3	2	IV	IV	
suburb.....	3	2	IV	III	
succeed.....	15	2	III	III	C
successful.....	11		IV	II	
succession.....	2	1	III		
sudden.....	6	1	III	IV	
suddenly.....	3	1	III		
suffer.....	20	3	III	III	C
sufficient.....	3	2		II	
sufficiently.....	4		III	III	
sugar.....	8	3	III	IV	
suggestion.....	3	2	IV	III	
suite.....	2	2	III		
sum.....	4	2	IV	IV	
sunny.....	5	1	III		
sunshine.....	8	1	III	II	
superintendent.....	9	2	IV	III	
superior.....	6	2	IV	IV	

214 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
supplement.....	2	2	IV	IV	
supply.....	4	2	III	IV	A
support.....	2	3		III	
surely.....	38	1	II	IV	
surround.....	4	3	III	IV	
suspect.....	4	2	IV	II	
swallow.....	3	3	IV	III	
sweat.....	14	2	III	III	C
sweater.....	7	2	III	IV	
sweep.....	24	2	II	IV	C
sweeper.....	2		III		
sweetness.....	3	1	IV	IV	
swell.....	16	3	II	IV	
swim.....	6	2	IV	IV	
swing.....	10	2	III	III	
swipe.....	2		IV	IV	
switch.....	4	3	III	IV	
sympathize.....	2	1	IV	IV	
sympathy.....	7	3	III	III	
system.....	9	3	III	III	
tabernacle.....	3	1	IV	IV	
tablet.....	4	2	III	IV	
tack.....	3	1	III	IV	
tackle.....	3	1	IV	III	
tact.....	3	2	IV	III	
tag.....	2	1	IV	IV	
tail.....	7	3	II	IV	
tailor.....	3	3	III	IV	
talker.....	2		III		
tall.....	5	2	III	IV	
tan.....	16	2	III		
tank.....	3	1	III		
tape.....	4	2	III		
tart.....	2	2	III		
task.....	2	2	IV	IV	
tax.....	3	1	IV	IV	C
taxicab.....	3		III	IV	
tea.....	29	3	III	IV	
teakettle.....	2		III		
team.....	27	3	III	III	
teapot.....	5		III		
tear.....	17	3	III	III	
tease.....	3	3	III		
teaspoon.....	2		III		
telegram.....	14	2	III	IV	
telegraph.....	3	3	III		
telephone.....	15	2	III	III	
temperance.....	2	3	IV	IV	

I	II	III	IV	V	VI
temperature.....	5	2	III		
temple.....	8	2	III	IV	
tempt.....	7	3	III	III	
temptation.....	5	2	IV	IV	
tend.....	3	2	IV	IV	
tendency.....	4	2	IV	III	
tender.....	5	2	III	IV	C
tenement.....	3	2	III	IV	
tennis.....	2	3	IV	IV	
tenor.....	2	1		III	
tent.....	16	2	III		
tenth.....	3	1	III	IV	
term.....	7	3		II	
terribly.....	8	2	III	III	
test.....	13	2	III	IV	
text.....	7	2	IV	III	
thankful.....	10	2	II	IV	C
thanksgiving.....	5	1	III	IV	
theater.....	10	3	III	IV	
themselves.....	12	1	III	II	
thereabouts.....	3		III		
therefore.....	10	1	III	II	C
thermometer.....	3	2	IV	IV	
thirteen.....	8	3	III	III	
thorough.....	4	2	III		C
thousand.....	6	2	III	III	C
thread.....	2	3	III		C
thresh.....	2	2	III		
throat.....	14	3	III	III	C
throughout.....	2	2	IV	IV	
thumb.....	4	3	III	IV	
thunder.....	6	2	III	IV	
thus.....	7	2	IV	II	
tickle.....	6	2	IV	III	
tidy.....	2	2	III		
tie.....	12	3	II	IV	
tile.....	10	2	III	IV	
timid.....	2	2	III		
tinker.....	3	1	III		
tiny.....	3	3	III		
tip.....	5	2	III	IV	
tiresome.....	3		III		
toast.....	6	3	III		
toilet.....	2	3	III		
tomato.....	9	3	II		
tombstone.....	2		III		
ton.....	4	2	III	IV	C
tone.....	5	2	III	IV	

216 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
tongue.....	7	3	III	III	C
tool.....	2	2	IV	IV	
toot.....	14	1	IV	IV	
tooth.....	21	3	III	II	C
torture.....	2	3	IV	IV	
total.....	4	2	III	III	
touch.....	12	3	III	III	C
tour.....	3	1	III		
toward.....	18	3	III	II	AC
towel.....	14	3	III		C
tower.....	3	3	III	IV	
toy.....	3	2	III		
trace.....	2	2	IV	IV	
track.....	11	2	IV	III	C
trade.....	7	2	III	IV	
traffic.....	2	2	IV	IV	
tramp.....	2	2	III		
transfer.....	8	2	III	III	
travel.....	24	3	III	II	C
traveler.....	4	3	IV	IV	C
treatment.....	11	1	III	IV	
trial.....	11	3	III	III	C
tribe.....	2	2	IV	IV	
trick.....	4	2	III	IV	
trifle.....	6	3	III		
trim.....	9	2	III	III	
triumph.....	3	2	IV	IV	
trolley.....	5	3	III		
trot.....	2	2	IV	IV	
true.....	31	3	III	III	C
truly.....	8	2	IV	III	AC
trust.....	10	2		II	A
truth.....	13	2	III	III	C
tub.....	5	1	III		
tuck.....	4	2	III	IV	
tune.....	3	1	III	IV	
tunic.....	2	1	III		
turkey.....	10	3	III	IV	
twelfth.....	2	1	III		
twin.....	4	2	III		
twist.....	2	2	IV	IV	
type.....	3	2	IV	IV	
typewriter.....	5	1	III	III	
typhoid.....	4	2	III	IV	
ugly.....	3	2	III	IV	C
umbrella.....	5	3	III	IV	
unable.....	4	2	III	IV	AC
unanimous.....	2	2		III	

I	II	III	IV	V	VI
unbearable.....	2		III		
uncomfortable.....	8		III	III	
undershirt.....	3		III		
undertake.....	4	1	IV	III	
underwear.....	16		III	IV	C
undo.....	4		III	IV	
undress.....	7		III	IV	
uneasy.....	2	1	IV	IV	
unfinished.....	2	2	IV	IV	
union.....	17	3	III	IV	C
unlikely.....	2			III	
unload.....	3		III	IV	
unlock.....	2		III		
unnecessary.....	2		IV	IV	
unpack.....	4	1	III		
unpleasant.....	6		III	IV	
unreasonable.....	2		IV	IV	
unusual.....	5	1	III		
unusually.....	2		III		
unwise.....	2		IV	IV	
upset.....	3	1	III	IV	
urge.....	4	3	III	IV	C
urine.....	2		III		
useful.....	10	2	III	IV	C
useless.....	4		III	IV	
usually.....	17	1	III	III	
utter.....	2	3	III		
vacant.....	4	2	IV	IV	
vague.....	2	2	IV	IV	
valley.....	16	3	III	IV	C
valuable.....	4	3	III	IV	
value.....	7	3	IV	II	
variety.....	4	2	III	IV	
various.....	8	3	III	III	
varnish.....	2	2	IV	IV	
vary.....	4	3	III	IV	
vaudeville.....	2		IV	IV	
veal.....	3	2	III	IV	
vegetable.....	9	3	III		C
vegetation.....	2	2	IV	IV	
velvet.....	6	3	III	III	
ventilate.....	2	2	IV	IV	
ventilation.....	2	1	IV	IV	
verse.....	4	2	III	IV	
vessel.....	3	3	III		
vest.....	4	2	IV	IV	
via.....	3		III	IV	
vice.....	2	1	IV	IV	

218 THE CHILD AND HIS SPELLING

I	II	III	IV	V	VI
victrola.....	2		IV	IV	
vigor.....	3	1	IV	IV	
vinegar.....	4	2	IV	IV	
violin.....	7	2		III	
visitor.....	8	2	III	III	
voice.....	11	2	III	III	C
volume.....	9	3	IV	III	A
vomit.....	7		III		
vote.....	25	2	III	II	C
wage.....	5	3		III	C
wagon.....	4	3	III		C
wake.....	15	1	III	III	C
waken.....	7		III	IV	
wander.....	5	3	III	IV	
war.....	7	1	III	III	C
warmly.....	3	1	III		
warn.....	5	1	III	IV	
wave.....	4	3	III	IV	
weak.....	17	3	III	IV	C
weakness.....	2			III	C
wealth.....	4	1	IV	III	
wealthy.....	3	2	IV	IV	
weave.....	2	3	IV	IV	
wed.....	16	1	III	III	
weed.....	2	3	III		
weekly.....	9	1	III		
weigh.....	31	3	III	IV	
weight.....	5	3	III		C
welcome.....	16	3	III	II	
western.....	7	2	III	III	
wet.....	16	2	III	IV	C
wheel.....	11	3	III	III	C
whenever.....	8	1	III	IV	
whereby.....	3		IV	III	
wherever.....	8	1	III	IV	
whimper.....	2	1	IV	IV	
whip.....	5	2	III	IV	
whiskers.....	3		IV	III	
whisper.....	4	2	IV	IV	
whistle.....	3	3	III		
whoever.....	3	1	IV	IV	
wholly.....	4	2	IV	III	
wide.....	7	2	III	IV	C
widow.....	4	1	III		C
width.....	4	3	III	IV	
wiggle.....	2		IV	IV	
wild.....	9	2	III	III	
windmill.....	2	1	III		

I	II	III	IV	V	VI
windy.....	7		III	IV	
wipe.....	5	2	III		
wire.....	8	2	III	III	
wireless.....	4		III		
wisdom.....	3	2	IV	IV	C
wise.....	9	2	III	IV	C
within.....	6	1	III	IV	C
wonderfully.....	5	1	III	IV	
wood.....	17	3	III	III	C
woodwork.....	2		IV	IV	
wool.....	4	3	III		
worthless.....	2		IV	IV	
worthy.....	6	2	III		
wrap.....	6	3	III	III	
wreck.....	3	3	III	IV	
wring.....	3	3	III	IV	
writer.....	2			III	
yeast.....	3	3	III		C
yell.....	8	1	III	IV	
yoke.....	9	2	III	IV	
youngster.....	6		III	III	
zero.....	3	1	III		

Lack of space forbids the presentation of List IV, but its general character is revealed by the statement that eighteen hundred four of its two thousand two hundred thirty words occur only once. This is thirty-four and sixty-nine hundredths per cent. of five thousand two hundred words, the total of the four lists. Ayres found the closely similar figure of thirty-seven and fifty-three hundredths per cent. for the proportion of vocabulary occurring but once.

In the two hundred thousand running words thus tallied, a total of twelve hundred nine different

**Proper names
in the corre-
spondence**

proper names occurred, with a combined frequency of about nine thousand seven hundred forty.

In tallying proper names, terms which were identical in spelling except for a final *s*, such as *Steven* and *Stevens*, *William* and *Williams*, etc., were accounted a single word instead of two. All nicknames, pet diminutives, and spellings based on personal predilection were reduced to the standard orthography. The envelope addresses were considered as far as they came into the writers' hands, since nothing in the matter of correct spelling is more germane to efficiency than the address, as our Dead Letter Office shows. The inclusion of addresses, the relationship of certain correspondents to one another, and the much greater volume of correspondence from certain persons than from others, accounts for the unusual frequency of some names. The same plan of division into four lists, as outlined above, has been followed with the proper names, but the columns showing sex differences (IV and V) have been eliminated because they yield data so meager as to be non-significant. As presented below, Lists II and III have been purged of the following classes of names for an obvious reason: All towns of less than 10,000 inhabitants, all strictly local publications, organizations and streets; and all family names, except those of historic characters, or of men in the public eye. This elimination decreased List II only slightly, but reduced List III over a third.

LIST I

I WORD

Saturday 199 3 A

LIST II

30 WORDS (33 WORDS BEFORE ELIMINATION)

August	49	3	A	Madison	169		
Charles	184	1		May	42	1	A
Chicago	85	2		Miss	113		A
Christmas	133	3	A	Monday	150	1	A
December	34	3	A	November	37	2	A
Ella	112			October	44	3	A
Fannie	15			Ralph	124	1	
Friday	188	1	A	St. Paul	22		
Hamilton	91			September	60	2	A
Harry	28	1		Sunday	311	2	A
Hepsey	230			Thursday	98	3	A
Illinois	137	3		Tuesday	135	2	A
January	36	2	A	Wednesday	101	3	A
July	20	2	A	William(s)	433	1	
June	27	2	A	Wisconsin	128	2	

LIST III

197 WORDS (312 WORDS BEFORE ELIMINATION)

Adam	4			Bryan	6		
Albert	3	1		Burlington	2		
Albuquerque	5			Byron	2		
Alfred	20	1		California	42	2	
Alice	100	1		Canada	2	1	
Allen	2			Canterbury	2	1	
Allie	4			Carl	7		
American	28	1		Catholic	12	2	
April	15	2	A	Champaign	48		
Arthur	4	1		Chesapeake	2	1	
Avis	21			Chinatown	2		
Baptist	6	2		Christian	16	2	
Belleville	2			Claude	8		
Bible	4	1		Colorado	17	1	
Blanche	2			Columbus	4	1	
Boston	2	1		Congregational ...	2		

222 THE CHILD AND HIS SPELLING

Coronado	5	1	Hattie	49	
Daisy	3		Hazel	3	
Daniel	17	1	Helen	199	1
Danville	54		Herbert	9	
Davis	4		Howard	4	
Delos	6		Huldah	21	
Donald	8	1	Indiana	7	3
Dora	5		Indianapolis	7	1
Dorothy	41		Iowa	5	2
Drake	3		Irishman	2	
Easter	9		Italian	6	2
Edna	3		Italy	5	2
Edward	25	1	Jack	5	1
Eleanor	3		Jackson	15	
Eliza	9		Jacob	2	1
Elizabeth	19	1	James	3	1
Ellen	13	1	Jessie	36	1
Elmer	2		Jewish	2	
Emma	7	1	John	15	1
England	20	2	Johnson	4	
English	16	2	Joliet	4	1
Episcopal	8	1	Joseph	76	1
Epworth	6		Julia	47	
Ethel	2		Kansas	21	1
Etta	27		Kate	54	1
Europe	4	3	Katharine	8	1
Evan	2		Kenneth	6	
Everett	2		Latin	8	
February	14	3	Lee	3	
Florence	11	1	Lincoln	4	2
Florida	14	1	Lloyd ..	5	1
France	11	1	Logan	4	
Frances	5	1	Lois	4	
Francis	8	1	Lola	3	
Fred	4	1	London	39	2
French	12	1	Lord	3	
Frenchman	2		Loring	15	
Gabriel	8		Los Angeles	12	1
Gene	4		Lottie	11	
George	30	3	Louis	169	
Georgia	14	2	Lucy	32	1
German	18	1	Lutheran	3	
Glasgow	5	1	March	20	2
God	45	1	Margaret	12	
Grace	32	1	Marion	12	
Hallowe'en	3	1	Mary	9	2
Harold	14	1	Mason	16	
Harvey	5		Matthew	5	

Maud	6	Prince	5	1	
Methodist	9	1	Raymond	5	
Mexican	2		Robert	3	1
Michigan	2	1	Rome	3	2
Milan	2		Roosevelt	7	
Milwaukee	14	2	Rose	10	
Minneapolis	6	1	Rosecrans	2	
Minnesota	28	1	Roy	9	1
Minnie	6	1	Ruth	61	1
Mississippi	4	2	Sacramento	11	
Missouri	10	2	Samuel	4	1
Mitchell	12		Sampson	4	
Mollie	12		San Diego	43	
Mormon	3		San Francisco	20	
Morris	8		Santa Claus	5	1
Nancy	4		Santa Fe	2	
Nebraska	3	1	Sheridan	3	
Ned	6	1	Spencer	3	
Nellie	6		Springfield	7	
Nevada	3	1	Stanley	20	
New York	17	2	Stella	7	
Northwestern	5		Susan	41	1
Oakland	5		Swiss	2	
Ohio	4	1	Taft	8	
Oliver	2		Tennessee	2	1
Omaha	6	1	Terre Haute	6	
Oregon	4	1	Texas	13	
Ottawa	11	1	Thanksgiving	27	
Pacific	7	2	Theodore	15	
Pansy	313		Thomas	4	
Pasadena	3		Titanic	3	
Paul	3	1	Walter	9	
Pennsylvania	2	3	Washington	23	2
Perry	22		Wilson	17	
Peter	7	1	Yellowstone	2	
Presbyterian	3	1			

A presentation of List IV of the proper names will be unnecessary. Of eight hundred sixty-two names found in it, five hundred forty-four occur but once; and the vast majority are mere local names of families, or given names more or less uncommon. Only one hundred one of the five hundred forty-four are found in any of the spellers.

Since each of the three spellers consulted contained one or more special lessons on foreign terms

Separate tabulation of foreign terms not yet very fully naturalized in American speech, a special list of these terms was kept separate as

they occurred in the correspondence. Thirteen such words occurred with a total frequency of fifteen. *Elite* alone occurred more than once. Only six of the thirteen were found in any of the spellers.

CHAPTER XIII

SPELLING TEXTS AND SPELLING NEEDS

LET us first examine the word lists of the three spellers previously referred to, and see in how far the ordinary text meets the requirements in respect to a spelling vocabulary. The relation of the vocabularies of the three texts, excluding proper names and foreign terms, is as follows:

	Speller A	Speller B	Speller C
Words found in one text only.....	143	5,785	1,082
Words found in Spellers A and B...	633	633	....
Words found in Spellers A and C...	132	....	132
Words found in Spellers B and C...	...	3,101	3,101
Words found in all three texts.....	1,613	1,613	1,613
Total for each text.....	2,521	11,132	5,928
Total of different words for all texts, 12,489.			

The variation among these books with respect to extent of spelling vocabulary indicates that the makers of spelling-books differ in their opinions as widely as have the educators whose estimates have already been cited in Chapter IX. Not only in regard to total number of words are there striking differences, but also in regard to community of

vocabulary. Though Speller A has less than forty-three per cent. of the vocabulary of C, hardly seventy per cent. of the list is the same as C's. That is, the chances of finding any given word of A's vocabulary in C are less than seven in ten. Conversely, the chance of finding any given word of C's vocabulary in A is less than three in ten. Of the total twelve thousand, four hundred eighty-nine different words, only sixteen hundred thirteen, or less than thirteen per cent., are common to all the spellers.

If the lists of the spelling-books be tested by the lists secured from the correspondents, it develops

Relation of vocabularies of spellers and correspondents	that four thousand, three hundred fifty-one different words, or only thirty-five per cent. of the total, ever appeared in the letters.
--	--

To determine the extent to which the judgments of the three authors united was more reliable than the judgment of any one author, the one thousand, six hundred thirteen words common to the three texts were followed out in the correspondence. Seventy per cent. of these appeared in the correspondence—twice as large a proportion as for the total twelve thousand, four hundred eighty-nine words. However, it would seem that so short a list as sixteen hundred thirteen, if at all well chosen, should be represented by much more than seventy per cent. of its strength among the five thousand, two hundred different words of the correspondence. Fur-

thermore, one would normally expect that this seventy per cent. (eleven hundred thirty-six words) would fall most heavily in List I (see page 157), less heavily in List II (see page 161), and not to any large extent in List IV. However, they were distributed as follows:

51 fell in List I,	constituting 27.4% of said list
193 fell in List II,	constituting 33.4% of said list
620 fell in List III,	constituting 28.1% of said list
272 fell in List IV,	constituting 12.2% of said list

Clearly then, the spellers examined have not placed emphasis where it is most needed.

Passing now to the proper names listed in the spellers, one finds a still greater lack of harmony.

	Speller A	Speller B	Speller C
Words found in one text only.....	167	53	177
Words found in Spellers A and B....	13	13	...
Words found in Spellers A and C....	41	...	41
Words found in Spellers B and C....	...	24	24
Words found in all three texts.....	25	25	25
	<hr/>	<hr/>	<hr/>
Total for each text.....	246	115	267
Total different words for all texts, 500.			

Speller B, with a general vocabulary about twice as great as C's, and four times as great as A's, has less than one-half as many proper names as either of the others. Only five per cent. of the total of five hundred proper names are common to all three spellers, and only twenty-one per cent. show any degree of community. As far as one may generalize from these three spellers, the chances of finding

the same proper name in two spellers picked up at random ranges from sixteen in one hundred to forty-two in one hundred. If it were desirable so to do, curious differences might be pointed out, showing a tendency of one book to "specialize" in American geography, and another in foreign geography and history, or perchance in Christian names. Two hundred sixty-nine of these five hundred proper names do not appear at all in the list of twelve hundred nine proper names found in the correspondence, and five of the twenty-five common to all the spellers were among these two hundred sixty-nine.

But the climax of disparities between the texts is seen in the lists of foreign terms found in the spelling-books. They tabulate as follows:

	Speller A	Speller B	Speller C
Words found in one text only.....	12	62	24
Words found in Spellers A and B....	2	2	..
Words found in Spellers A and C....	4	..	4
Words found in Spellers B and C....	..	6	6
	<hr/>	<hr/>	<hr/>
Total for each text.....	18	70	34
Total different words for all texts, 110.			

Not a single term was common to all the texts, and less than eleven per cent. of the total showed any degree of community. Only six of the whole one hundred ten appeared in the correspondence; nor were any of these six among the twelve found in more than one speller. Had the compilers of

these books taken words at random from a French dictionary their offerings could hardly have been less related to the pupil's needs.

But if a complete inventory be taken of the data of the last chapter, we must go further than to say **Limitations of any speller** that the spellers contain a vast amount of useless material. They have failed to some extent to include the necessary words, as the following table shows:

WORDS FOUND IN NONE OF THE SPELLERS

General.

List I—I (*in*).

List II—11 (*anyway, awfully, crazy, everything, job, lately, maybe, pa, per, sick, silk*).

List III—202 (the type is shown by such as the following: adverbs, e. g., *absolutely*; nouns on verb stems, e. g., *alteration, announcement*; unusual compounds, e. g., *afire, apiece*; verbs on adjective stems, e. g., *straighten*; compounds of simple words, e. g., *anywhere, bedtime*; prefixes in *in-* and *un-*, e. g., *inland, unsatisfactory*).

List IV—625 (many of the same type as for List III, though the number of new stems is larger).

Proper.

List II (after elimination)—7 out of 30.

List III (after elimination)—99 out of 197.

List IV—761 out of 862.

Foreign terms—7 out of 13.

From such an exhibit it might seem that our spellers should be larger rather than smaller. Every one of the thirteen correspondents referred to in Chapter X contributed in varying amounts to the two thousand, two hundred thirty words of List IV. There seemed to be on the part of every person a specific demand for words not used by any of the other twelve. This being true, it becomes evident that no speller can fill the need of individuals completely. In view of the plastic state of our language, with the constant accretion of words from various sources and the decadence of standard words so that they become obsolescent or obsolete, the unabridged dictionary itself can not meet all possible needs of every person. The individual obviously must make new linguistic as well as other new adjustments from time to time throughout his life.

That the vocabularies of different persons vary widely is generally believed; but their variation may **Individual writing** not be in any sense due to the **vocabularies** number of words people know how to spell. If a connection of this sort did exist, one might be justified in putting such emphasis upon spelling as was the practise a generation ago. It has furthermore not been demonstrated that the vocabulary of a liberally educated person is wider in written expression than that of one not so highly trained. It was to shed some light upon this problem that the extent of each corre-

spondent's vocabulary was carefully noted as far as could be done with the limited quantity of correspondence. The running words of each correspondent's letters were counted off a thousand at a time. A record was made of the number of different words employed on the first thousand; and the number of new words introduced in each succeeding thousand was also recorded. Not less than five thousand running words was accepted from any correspondent, since it was felt that this number was necessary in order to gain a fair idea of the extent of a person's vocabulary. It will be seen from the table exhibiting the data thus gained (see following page) that no person fully exhausted his vocabulary; nor, as already suggested, does it seem probable that any normal individual's vocabulary could be exactly ascertained if his correspondence were pursued indefinitely.

Some interesting revelations are made by this table. N. exceeds in vocabulary her daughter E., who has had at least twice the schooling her mother enjoyed. However, N. notices everything of a personal nature, and feels a keen interest in people. E. writes mostly about herself, and hence has a narrower range of experience to communicate. H., another daughter, only slightly exceeded N. in vocabulary used at the end of five thousand running words. At the end of twelve thousand running words S. exceeded both her adult college-educated children, P. and W. In neither spelling capacity

VOCABULARIES OF THIRTEEN PERSONS AS REVEALED BY SUCCESSIVE THOUSANDS
OF RUNNING WORDS OF CORRESPONDENCE

Thousand	1st	2nd	3rd	4th	5th	Total	6th	7th	8th	9th	10th	Total	11th	12th	13th	14th	15th	Total	16th	17th	18th	19th	20th	Total
P.....	339	206	122	107	97	871	102	85	68	76	62	1264	77	63	51	70	44	1569	46	39	28	35	34	1751
H.....	294	133	80	62	55	624	43	40	43	45	35	830	32	31	29	27	20	969	27	38	43	33	19	1129
A.....	323	141	134	109	70	777	76	83	76	76	92	1180	68	78	64	82	40	1512	41	60	31	61	58	1763
S.....	333	162	143	101	114	853	86	74	100	88	66	1267	80	60										
O.....	332	164	167	88	120	871	78	88	66															
G.....	337	183	126	83	84	813																		
E.....	240	120	99	77	56	592																		
N.....	276	124	95	55	59	609																		
W.....	337	184	87	82	109	799	111	139	82	54	52	1237	55	60	37	74	74	1537	47	32	52	52	33	1753
I.....	351	226	183	137	145	1042	69																	
C.....	398	181	251	194	136	1150																		
M.....	360	198	170	169	126	1023																		
B.....	339	177	119	98	86	819																		

Thousand	21st	22nd	23rd	24th	25th	Total	26th	27th	28th	29th	30th	Total	31st	32nd	33rd	34th	35th	Total	36th	37th	38th	39th	40th	Total
P.....	47	42	58	36	33	1967	31	38	42	39	42	2159	34	21	31	51	40	2336	64	60	62	34	19	2575
H.....	22	38	24	22	19	1254	14	27	15	31	18	1359	15	17	14	25	19	1449	15	30	25	15	12	1546
A.....	44	48	47	70																				
W.....	35	25	50	34	44	1941	41	38	17	19	22	2078	27	37	18	26	39	2225	25	24	21	18	17	2330

nor reading vocabulary is there any comparison to be made between her children and herself; but S. is a wide reader, and has acquired rather cosmopolitan interests. It could hardly need plainer demonstration than these two instances afford that writing vocabulary is dependent, not on spelling ability or formal education, so much as on largeness of view and breadth of interest, which in many cases is favorably affected by education. Changing scenes and the character of one's correspondent also affect the size of one's vocabulary. C. made an unusual record on his first thousand words, because of a nervous habit of jumping quickly from theme to theme in his ordinary letters. In his diary of domestic and local happenings he falls to a very common record on his second thousand words; but thereafter he eclipses all others in recounting the sights and events of an extended trip through the West. P., after falling slightly behind W. at twenty thousand, overtakes and easily passes him in describing the experiences of travel and of changed surroundings. A. too has a very ordinary record until she begins to write of her European tour, when she quickly shoots ahead of all the others. G. falls sensibly behind O. at five thousand, because she, a graduate student, is undergoing routine life as a teacher, while O., a high-school graduate, is visiting relatives and friends most of the time and experiencing frequent changes of scenes. Practically all interruptions in the descent

of the number of vocabulary accessions from thousand to thousand for each correspondent can be explained on the bases already mentioned.

In the list *published* by Ayres, a total frequency of seventeen hundred fifty-seven is assigned to

Vocabularies in family and other correspondence	proper names, <i>Mr.</i> , <i>Mrs.</i> , <i>I</i> and <i>a</i> , words not considered in the present study. Since in Ayres'
--	---

study the *unpublished* portion of his list comprised twelve per cent. of the total number of running words, it seems likely that some two thousand running words of his study (seventeen hundred fifty-seven increased by twelve per cent.) would have been disregarded in making up our own general list. Put otherwise, he tabulated about twenty-one thousand five hundred running words according to our mode of reckoning (twenty-three thousand six hundred twenty-nine decreased by about two thousand). His *published* list of five hundred forty-two different words shrinks to four hundred sixty-seven by the elimination of proper names and reduction to a dictionary basis. If the same percentage of shrinkage holds for the *unpublished* portion of his list, his total of two thousand one distinct words shrinks to about seventeen hundred twenty-five.

We have, then, Ayres' composite vocabulary of seventeen hundred twenty-five in a total of twenty-one thousand, five hundred running words to compare with four individual vocabularies in the pres-

ent study (see table on page 232). At twenty-one thousand five hundred A. and P. were each about a hundred words above Ayres' composite vocabulary, W. was seventy-five above it, but H. had fallen a long way behind. It is impossible to believe, in view of the length of our general List IV, that any ordinary individual could show a vocabulary equal to that gleaned from hundreds of persons combined, except by being placed in a situation where he would have occasion to discuss a greater range of interests. The explanation in this case is that family correspondence and letters of a friendly nature call for more diversified expression than stereotyped business communications, however miscellaneous in character.

This individuality of spelling vocabulary, while naturally directed somewhat along technical lines of vocational importance to the several writers, is a more uncertain quantity in many ways than sex differences in writing vocabulary. All words in general Lists I, II and III were inspected in order to furnish a list of words which show a wide variation in use as between the sexes. "Wide variation" was construed as meaning a change from List I of one sex to List III of the other, from List II of one sex to List IV of the other, from List III of one sex to non-occurrence in the other, or any greater degree of change. Words with a frequency of only two, however, were not taken into account.

236 THE CHILD AND HIS SPELLING

The two lists, one showing dominance with the women, the other with the men, were then subdivided according to a scheme set forth below.

WORDS DOMINANT IN LETTERS OF WOMEN

A. Articles of food, terms relating to consumption or preparation thereof:

appetite	candy	goose	plum
apple	casserole	grape	pork
bacon	cheese	gravy	pudding
bake	chicken	griddle	sauce
banana	chocolate	grocery	sirup
beef	cook	jelly	soup
berry	cooky	juice	starve
biscuit	cracker	lard	stew
boil	cream	milk	stove
bread	custard	orange	toast
breakfast	dessert	oven	tomato
burner	fish	oyster	vegetable
butter	food	pail	yeast
cabbage	gas	pan	
cake	gasoline	pear	

B. Articles of wearing apparel, textiles, terms closely related thereto:

apron	embroider	pin	shoe
bead	embroidery	plaid	silk
belt	flannel	plait	skirt
braid	fur	plush	sleeve
button	gem	rip	stitch
cape	glove	rubber	tape
chain	handkerchief	ruffle	tie
cloth	legging	sample	undershirt
clothe	mend	sash	velvet
corset	mitten	satin	waist
cotton	nightgown	scissors	wool
cuff	patch	sew	
dressmaker	pattern	shirt	

C. Parts of body, care of same, personal appearance:

arm	hair	limb	stomach
bathe	head	neat	stylish
bowel	kidney	nose	swell
fat			

D. Animals:

animal	fish	kitten	mouse
chicken	goose	moth	

E. Esthetics, color:

admire	bloom	glorious	orange
art	blossom	lovely	perfect
beautifully	disgust	museum	tan
black	gallery	muss	

F. Diseases, their treatment, concrete sensitivity for good or ill, terms closely related thereto:

ache	cough	headache	prescription
afraid	crazy	heal	pulse
aggravate	cure	horrid	relief
ail	dentist	hospital	sick
alarm	die	hysterics	swell
bronchitis	dizzy	lame	tease
burial	dread	medicine	tiresome
bury	envy	nervous	vomit
camphor	fond	nurse	zero
chill			

G. Parts of house, furniture and furnishings:

basement	cottage	napkin	saucer
bathroom	furniture	pillow	spoon
bedroom	grate	plate	teapot
bowl	mat	portière	towel
closet	mattress	quilt	tub

H. Measures:

barrel	peck	pound	tape
bushel	pint	quart	weight

I. Correspondence:

envelope	pencil	postage	stamp
ink			

J. Other domestic activities and relationships:

homelike	laundry	mop	scrub
housekeeper	maid	roomer	sweep
housework			

Unclassified (possible membership in List K or L indicated in parentheses):

accommodation	contribution	hearty	notwithstanding
acid	crack	helper	ing
acute	cultivate	hilly	oblige
affectionately	daddy	hunt	occupant
alcohol	dean	improvement	onto
alike	description	interrupt	overdo
altitude	detain	jump	package
anniversary	dispose	kill (K)	pad
asleep	draft	knife	parcel
assembly (L)	driver	launch	phone
bag	east	law (L)	pipe
baggage	economize	lively	pond
balance	elaborate	load	pour
behave	elsewhere	logic	precious
bet	empty	lonely	presume
beyond	entirely	loop	progressive
bid	errand	loose	pronounce
birthday	eve	luck	puff
blind	exhaust	mass	quietly
bottle	farm	matron	rainy
bush	fill	maybe	rake
caller	firecracker	memorial	ranch
carelessness	fold	merry	readiness
carpenter	fuss (K)	message	remodel
carriage	game	missionary	respectable
channel	goodby	muscular	rig
chautauqua	goodness	mutilate	rope
check	greet	nap	rub
chore	grip	naughty	sail
circular	ha	nearby	sailor
companion	handy	neighbor	sale
connect	harvest	noisy	satisfactory
consequently	heap		scramble

scream	sprinkle	temperature	unpack
sentence	stir	tent	unusual
shoot	stoop	thankful	vessel
sidewalk	storage	thereabouts	wagon
sink	strength	thin	warmly
sixty	strenuous	thorough	weekly
skim	strip	tinker	whistle
slice	stupid	tiny	widow
slick	sunny	tour	wind
smooth	surely	toy	wipe
socialist (L)	tail	trifle	wireless
soft	tank	trolley	woman
somewhere	telegraph	twin	worthy
spell			

WORDS DOMINANT IN LETTERS OF MEN

K. Terms of aggression, contest and domination, physical and mental:

argument	defeat	loss	struggle
attack	effort	oppose	submit
control	fight	permit	successful
convince	force	solve	suspect

L. Institutional life and social organization:

administration	convention	enroll	preside
agency	county	inaugurate	public
associate	customary	majority	representative
college	discuss	member	term

Unclassified (possible membership in Lists A-J indicated in parentheses):

above	altogether	descend	error
absent	amuse	directly	especially
absolutely	assure	dismiss	fact
accept	attend	dismissal	favor
add	await	dividend	feature
admit	civil	drift	final
advantage	danger	earn	follow
agreeable (F)	definitely	education	fourth
aid	deny	encouragement	geography

guilty	literature	physiology	service
guy	mention	portion	shadow (E)
harmony	method	practise	standard
honor	naturally	prefer	stenographer
hopeful	nature	probable	suddenly
human	necessary	proceed	sufficient
impress	occur	prod	term
inconven-	offend (F)	produce	thus
ience (F)	opera	recess	trust
increase	outrage (F)	refer	upon
injury (F)	personal	reference	value
instance	personality	religious	violin
intrude	personally	reply	wage (s)
kindly	pet	reverse	

SUMMARY OF SEX DOMINANCE

List	Women	Men
A	58	
B	50	
C	13	
D	7	
E	15	1
F	37	5
G	20	
H	8	
I	5	
J	9	
K	2	16
L	3	16
Unclassified	183	90
Total	410	128
Deduct counted twice.....	6	
True total	404	128

Probably no two persons could agree that all words have been properly assigned in these lists on sex

difference, inasmuch as a certain term may be used in a variety of situations. Thus it happens that some words occur in two lists. Only three or four of the eight women correspondents were at the time of their writing carrying heavy domestic responsibilities, so it may be inferred that general social conditions, if not heredity, have impressed certain traits upon femininity, and thus established a sort of feminine type of spelling vocabulary. Lists K and L are likewise in harmony with contemporary sociological, psychological and biological research and theory, in pointing out a masculine type, though the totals for sex dominance show that the feminine type is much more homogeneous than the masculine, another fact which is in harmony with contemporary thought. It is predicted that adjustment of elementary-school courses to sex needs will sooner or later cause some differentiation in spelling work required of boys and girls. At present a certain amount of incidental spelling in connection with the special subjects, such as domestic science, manual training and civics, offers most hope of a satisfactory solution.

In the course of a discussion which one of the writers held recently with two grammar-school boys on the applicability of their spelling lessons to their composition, one of them declared that he had no idea of ever using many of the words of the speller, since he was familiar with plenty of short

**Relation of time
economy to spell-
ing needs**

common ones that did just as well. How far an adult's narrow writing vocabulary is a matter of choice for the sake of economy, rather than a result of lack of culture, it is impossible to say except in individual cases. But as bearing upon this matter, a quotation may be given from a recent writer in the *Chicago Tribune*,* who discussed the subject—"Is Letter-Writing Becoming Passé?" She says:

"We have no time for long dissertations, either about books or scenery, or our inmost feelings and impressions. Letter-writing has ceased to be regarded as a pastime; to the majority it is nothing less than a stern duty with little pleasure in it. And as a duty it must be performed accurately with no superfluities or digressions. We rarely find ourselves 'wishing to' write a letter, but we frequently 'have to' do so, and to get the business over both quickly and efficiently we gather up all the facts to be communicated and set them down in as few words as possible."

A young business man in a personal letter not long ago said:

"Our vocabularies are certainly limited, and the rush of business seems to be in some ways against their development. I know that very often in dictating I substitute a common word for one which is more applicable but less likely to be understood by the foreign class addressed. The average reader won't consult a dictionary, nor puzzle long over difficult words."

* March 9, 1913.

That such conscious or unconscious economy is a vital force in the selection of a writing vocabulary appears from the tabulation of general List I and the first and last ninety-three words of Lists II, III and IV, by number of syllables.

	One syllable	Two syllables	Three syllables	Four syllables	Five syllables	Total
List I	152	30	4	...	...	186
List II	93	72	18	2	1	186
List III	40	88	34	20	4	186
List IV	31	76	42	29	8	186

Even a hasty glance at List I will show that it contains many words which are commonly misspelled. All teachers know that most of the troublesome words in pupils' papers are relatively short, so it is clear that the frequency of the short words is not due to the simplicity of their spelling, but rather to that passion for conservation of energy which consciously or unconsciously accompanies all effort that is not an end in itself.

Just how great a rôle these short, sharp Anglo-Saxon words play in written expression can be best appreciated from a few comparisons. Ayres found that nine words constituted over one-fourth and forty-three words over one-half of the whole of the correspondence he examined. Reducing his list to a dictionary basis, we leave the figures practically the same. The nine remain unchanged, but the forty-three probably become forty-five. For the lists derived from this investigation, the corresponding fig-

ures are nine and forty-two, all monosyllables. Since the exact total of the frequencies in List III is fifteen thousand, two hundred forty, and that for List IV is two thousand, nine hundred forty-three, Lists I and II (seven hundred sixty-three words) include between ninety and ninety-one per cent. of the total words written in ordinary correspondence. Not only do such generalizations hold for a number of persons treated collectively, but the same conclusion is fairly warranted for any single individual. As a test a calculation was made of the proportions which the nine most frequent words spoken of above constituted in the correspondence of each of the thirteen correspondents. The theoretical level would be slightly over twenty-five per cent. for each person; the actual per cent. in every case fell between twenty-three per cent. and twenty-eight and two-tenths per cent., though naturally there were marked personal variations in the frequency of any one word, due to different habits in sentence structure and the use of alternative expressions. The forty-two words which constituted just above fifty per cent. of the total words for all correspondents taken collectively constituted between forty-six and fifty-five per cent. for all correspondents taken individually. Lists I and II, which theoretically would constitute ninety per cent. for any one individual, actually made up from eighty-four to ninety-seven per cent. of the total words written by each correspondent.

An interesting check on the results given in the preceding paragraph was gained from an entirely different source. The files of the Chicago *Tribune* for June and July, 1913, were consulted and a total of five thousand words was tallied from the communications appearing on the editorial page under the titles of "The Voice of the People" and "The Friend of the People." A considerable amount of ground was covered by selecting only the first uncapitalized word of each line. The same identical nine words again made up slightly over a quarter of the total, the same forty-two words comprised forty-two and five-tenths per cent. as against one-half in family correspondence, while Lists I and II comprised over seventy-nine per cent. of the total, as against ninety per cent. in family correspondence. It is highly significant that the percentages remain so nearly the same. The communications printed in the *Tribune* are scarcely to be termed typical of the needs of common people. Unlike most family correspondence, they deal with many technical matters and are full of legal terminology and political discussion. Furthermore, they are largely impersonal in their nature, and contain so few personal pronouns as to account for the slight discrepancy between seventy-nine and ninety per cent.

CHAPTER XIV

RÉSUMÉ AND CONCLUSIONS

RETRACING the ground we have covered, we see that as a result of the study of spelling rules with university freshmen and high-school students, it was found that, if we omit one particular rule, those who possessed some knowledge of rules showed a slight superiority over their fellows in the university group who knew no rules, and a slight inferiority in the high-school group. Most of the persons tested had had thorough instruction in spelling rules at periods ranging from six weeks to ten months previous to the tests, but they had retained very little knowledge of them. Much of what they had remembered was defective, erroneous, and was not applied in their spelling in the tests. Spelling rules seem to be for the most part too long and involved, and there are too many exceptions to every rule to make them easily applied by students. One short, simple rule to the effect that monosyllables ending in *ie* change the same to *y* before suffixing *ing*, is doubtless useful, but it applies to only a half dozen words.

The attitude of the students themselves respect-

ing the value of rules is skeptical. If taught at all the rules probably ought to come very early in the child's school life. In later years it is seemingly impossible to develop a reflective attitude toward what should be mainly a mere sensori-motor or automatic process, without producing the disturbed inhibitory results that usually follow from such an attitude.

Errors in spelling may be grouped into two classes. One is the linguistic lapse or chance error that is due to a wandering of the attention from the material being written. Lapses are identified by the correct spelling of the same word on other similar occasions, or by the promptness with which the pupil corrects them when he is asked to look over what he has written. Lapses should be treated by teachers as less serious than other mistakes, and they should not draw the teacher's attention from the more important points to be observed in the presentation of the word. Lapses may be guarded against by giving pupils opportunity to go over their work a second time and correct errors before submitting it. The corrections which they make in this way should not be penalized so heavily as the errors that are due to lack of knowledge.

The second sort of mistake is the *bona fide* spelling error. If misspellings in large numbers are examined it will be found that for almost any word from one-third to two-thirds of all difficulties are occasioned by some special letter or syllable. This

critical point in a word may or may not be one to which a rule applies. Its location is best accomplished by the tabulation of many misspellings of the word. The most fruitful causes of error are (1) mispronunciation on the part of the teacher and the pupil, (2) the drawing of phonetic analogies from other words, (3) obscure or elided vowels, and (4) double or silent letters. Particular causes of error predominate in particular cases, being determined largely by the type of imagery upon which one relies in spelling. The types of letters (ascenders, descenders and single-space) which give a word its distinctive pattern, have much to do with the particular direction which error may take in that word. For example, in one word a silent letter is very likely to be omitted, in another it is almost sure not to be omitted.

A study of the life history of the acquisition of some difficult spellings shows the persistent effect of spelling errors. Whatever be the reason for its occurrence in the first place, the initial error in the spelling of a word is apt to persist with great tenacity. This warrants the proposition that children should not be allowed to write their spelling lessons without careful preliminary study, as they are often tempted to do by the prevailing practise of leaving their study undirected and requiring a certain minimum grade for promotion in that subject. So far as a theory of progress goes in spelling attainment, there are not two stages in the mastery of words,

but rather four stages. In the first stage a pupil habitually misspells a word in a particular manner; in the second stage his misspellings begin to vary; in the third stage occasional correct spelling occurs; while in the fourth stage correct spelling becomes habitual. Not all words necessarily pass through all these stages. Under proper supervision a word will never be permitted to become so thoroughly mislearned by a pupil as to show the same error time after time. Under normal conditions a word should pass through only the third and fourth stages mentioned above.

There is probably no such thing as complete transfer of the ability developed in column spelling over to contextual spelling. In the latter case lapses will be more numerous, and words not yet fully mastered are more likely to revert to an earlier stage of misspelling. The reason for this is the dispersion of attention over a larger and more complex field in contextual than in column writing. As long as loss in transfer occurs at all, the only ultimate test of spelling efficiency must be contextual writing, and dictated material will serve the purpose much less satisfactorily than original composition. Isolated spelling may nevertheless be the more economical means in the preliminary work of mastering words.

The efficiency of a method of presentation ought not to be judged by a test on immediate recall or by means of other than regular spelling material.

The method of sense presentation and the pupil's response thereto play a minor rôle as compared with the frequency of recall. Within two weeks after the presentation of a lesson, if there be no intervening review, the lesson is about as nearly lost as in a much longer period. Graphic spelling can be taught so as to secure the various advantages of oral spelling and avoid its disadvantages. Differences in the effectiveness of the two show up more plainly for individuals than for a group as a whole. As long as the spelling list is in advance of the pupil's needs for expression it is improbable that the mere teaching of the words in context creates a less formal situation, as far as spelling is concerned, than to teach them in column. Such a statement is true regardless of the fact that the significance of a word can of course best be grasped only when it is given a contextual setting. Comparative experimentation is difficult because the "school habit" of pupils has prejudiced them in favor of column teaching.

Close study of two pupils indicated that freedom in original composition, breadth of vocabulary employed, life, variety and naturalness of written expression are not the result of spelling ability. Their only relation to spelling is seen in the effect of undue spelling consciousness in retarding facility of expression. Other minor inferences drawn from the experiments in Part I are (1) the evil influence on spelling of those methods of teaching reading

which delay too long the mastery of the alphabet, or direct attention too much away from the letters of words; (2) the disintegrating effect produced in one's own spelling by exposing to one the errors of others; (3) the disadvantage of a reflective attitude toward spelling; (4) the rareness of pure types of spellers, such as audiles or visualizers; (5) and the impropriety of dwelling long on syllabication after pronunciation has been well worked out.

In Part II it was shown that every-day needs are not consulted in the framing of spelling lists, but that the dogma of formal discipline, *ex cathedra* judgment, and the domination of common schools by higher institutions have been the forces at work. We seem to have various ideas regarding the extent of the vocabulary which a pupil should be required to spell. But it is not formal education so much as breadth of interest and variety of experience which determine the size of one's spelling vocabulary. Sex needs differ sufficiently so that one may raise a question as to differentiation between the spelling requirements for the two sexes. There seems in actual life to be a seeking after the word that is the shortest for the writer and the simplest and most easily understood by the one addressed. We need to narrow the field of subject-matter in spelling and cultivate it more intensively.

The examination of a vast body of family correspondence collected from widely separated sources shows that less than a dozen words do one-fourth

of our work in writing, that about fifty do a half of it, and that less than eight hundred do nine-tenths of it.

The words in Lists I and II (pages 157-161) should be thoroughly mastered by every elementary-school pupil. List I with its large number of personal and relative pronouns, simple adverbs, prepositions, conjunctions, numbers, auxiliary verbs, etc., forms the very skeleton of all English expression. List II includes a large proportion of the concrete nominal, verbal and adjectival terms that form the gist of the content of our expression.

The words in List III come next in importance and should receive careful attention. They should be drilled on particularly in the three or four higher grades, (1) because they are less vital than the words in Lists I and II for those who may have to drop out of school early; and (2) because they generally come to function in the child's life at a later date than those of Lists I and II. If further pruning is necessary it must begin with List III. Additional study is needed with a larger number of persons to allow other words of possible but so far *undemonstrated* utility to pass out of List IV into List III. As such study proceeds, standards for eligibility to List III must be raised, the possible result being that some words now included therein will be dropped and replaced by others. To state it differently, Lists I and II should be considered as fixing a minimum for the present, and List

III as indicating the maximum for elementary pupils.

To this maximum of two thousand, nine hundred ninety-three words with their grammatical modifications there must be added a certain number of useful proper names. The character of this list will be much more influenced by the local and individual environment than the general lists of words will be. Fifty-seven per cent. of the general list of five thousand two hundred words comes in Lists I, II and III, but with proper names this per cent. drops to twenty-nine. Over a fourth of List II and over a half of List III of the proper names falls outside of all the spelling-books. Hence one can hardly escape the conviction that a child would do even better to spend his school-days in learning to spell the names of all his schoolmates and neighbors than in learning the orthography of any considerable number of geographical and historical terms. Every child should know how to spell the names of the days of the week, the months of the year, *Christmas*, *Thanksgiving*, *Hallowe'en*, *Easter* and other important festal occasions which are not of denominational character, the names of a half dozen of the more prominent local religious denominations, the names of half a dozen of the locally more important nationalities (not nations), the names of his nation, his own state and other states in the same section of the country, the half dozen chief cities of the nation, and the half dozen largest

centers in his own state, a select list of possibly forty given names, half for boys and half for girls, to include those which seem most common in the immediate locality. The limit in proper names would be about a hundred. The lists given in the preceding chapter are suggestive only of the size and scope of an appropriate list.

THE END

APPENDIX

APPENDIX

WORDS USED SPONTANEOUSLY BY PUPILS

THE three following lists, totaling eleven hundred fifty-eight words, are selected from the vocabulary which Mr. Homer J. Smith, now of the Milwaukee Trade School, found in the examination of seventy-five thousand running words of the spontaneous compositions of children. Twelve thousand five hundred words were taken from each grade from the third to the eighth inclusive. The children were enrolled in the public schools of Madison, Wisconsin, a typical city of twenty-five thousand inhabitants. List I includes words used by the pupils of each grade; List II, all others used by at least three of the six grades; List III, those used in only two different grades. The principle of selection then is not absolute frequency of occurrence, but universality of use through the grades, a principle similar to that which was followed in making up general Lists I, II and III of the preceding pages. It will be observed that the personal, possessive and demonstrative pronouns, the numerals, ordinals and articles, and about thirty of the most common prepositions,

conjunctions, verbs and adverbs, besides local proper names, are omitted. A careful comparison of these lists with those given by the authors in the preceding pages will reveal marked differences between the vocabularies of children and adults, and will suggest means of motivation in framing spelling lists for children. The authors are under obligation to Mr. Smith for his permission to utilize the results of his work.

LIST I

272 WORDS

about	boy	different	find
across	branch	dinner	fire
after	break	dish	fish
afternoon	breakfast	dollar	floor
again	bring	door	follow
almost	brother	down	foot
along	build	dress	forest
always	buy	drink	friend
another	call	drop	front
any	camp	each	game
around	can	early	get
ask	candy	eat	girl
aunt	car	egg	give
away	care	end	glad
awhile	carry	enough	go
back	catch	even	good
bad	cave	ever	grandfather
ball	cent	every	grandmother
basket	chicken	fall	great
because	child	family	grind
bed	cold	far	grow
before	color	farm	hand
begin	come	fast	happy
big	country	father	hard
birthday	cousin	feel	hay
boat	dance	few	head
born	dark	field	hear
box	day	fill	help

hide	much	right	time
hold	must	room	tire
home	myself	run	together
hope	name	same	toward
horse	near	say	town
house	never	school	train
hunt	new	think	tree
ice	next	through	try
into	nice	seem	turkey
jump	night	send	uncle
just	noise	shoe	until
keep	noon	show	upon
kill	o'clock	since	use
kind	old	sing	vacation
know	only	sister	very
lake	open	sleep	visit
land	other	small	wait
large	outside	snow	wake
last	over	some	walk
late	own	something	want
laugh	pack	soon	warm
learn	pair	spend	wash
leave	party	spring	watch
like	pass	stairs	water
line	people	stand	way
little	pick	start	week
live	place	stay	well
long	play	stop	while
look	poor	store	whole
lose	pretty	story	will
lot	pull	street	wind
lunch	put	sun	window
make	quite	supper	wish
man	rabbit	table	with
many	raise	take	woman
master	reach	talk	wood
meet	ready	teach	work
mile	rest	tell	write
morning	rich	Thanksgiving	year
mother	ride	thing	yet

LIST II

542 WORDS

account	afterward	ago	air
act	against	ahead	alarm
afraid	age	aim	alone

also	blue	coffee	edge
among	bluff	comb	either
anger	board	comfort	else
answer	boil	company	enjoy
anyone	book	cook	everything
anything	both	cooky	excite
anyway	bottom	corn	expect
appear	bread	corner	experience
apple	brick	cost	eye
arise	bridge	cotton	face
arm	bright	count	factory
arrive	brown	couple	fail
asleep	buggy	course	fat
asylum	bullet	cover	feed
automobile	bump	cow	fellow
awake	bunch	crack	fence
awful	bundle	creep	fight
ax	burn	cross	final
baby	bury	crow	fine
bag	bush	crowd	finish
bake	busy	crumb	fix
band	butter	cry	flame
bandage	button	curl	flower
bank	cabin	cut	fly
bark	cake	danger	fond
barn	calf	daughter	football
bathe	candle	deal	force
bear	cap	dear	forget
beautiful	capture	decide	form
become	cat	decorate	fox
behind	cattle	deep	free
believe	cellar	deer	freeze
bell	chair	depot	fresh
belong	chance	die	frighten
below	cheese	dip	fruit
beside	cherry	direct	fun
between	chimney	dirt	garden
bicycle	chirp	doctor	gather
bid	choose	dog	glass
bill	Christmas	doll	gold
bind	church	draw	goodby
bird	city	dream	goose
bite	clean	drive	grab
black	clerk	drum	grade
bleed	climb	dry	grape
block	close	duck	grass
blossom	cloth	during	green
blow	coat	earn	guess

gun	lamp	neighbor	pound
hair	lap	nest	pour
half	lead	nobody	present
hall	leaf	nose	price
handkerchief	leg	note	pumpkin
hang	lemon	nothing	pup -
happen	lesson	notice	purse
harness	let	now	push
hat	letter	number	quarrel
heat	light	nut	quarter
heavy	lightning	oak	quick
hello	limb	office	quiet
hen	lion	often	race
here	listen	once	rag
hickory	load	orange	rain
high	lock	orchard	rake
hike	log	ought	rather
hill	lonesome	ourselves	read
himself	love	package	real
hit	low	pail	receive
hitch	lumber	paper	red
hole	machine	parent	remember
honest	mad	park	reply
hospital	maid	parlor	result
hour	marry	part	return
humble	marsh	pasture	ribbon
hunger	matter	pay	rifle
hungry	may	peek	ring
hurry	meal	pencil	river
hurt	mean	person	road
hut	meat	pet	roar
idle	merry	piano	robin
imagine	middle	picture	rock
inch	milk	pie	roll
inside	mill	piece	rope
instead	mind	pity	rough
intend	minute	plan	round
invite	miss	plant	row
iron	model	please	rug
job	money	pocket	rush
journey	month	point	sack
kiss	mountain	police	sad
kitchen	mouse	pony	safe
knife	mouth	pop	sail
knock	move	popcorn	Santa Claus
ladder	mud	porch	satisfy
lady	need	post	sauce
lagoon	negro	potato	save

schoolhouse	soil	supply	under
scratch	soldier	suppose	unless
see	somebody	sure	vase
seek	sometime	surprise	village
sell	son	sweat	voice
serve	sorrow	sweep	wade
settle	sorry	swim	wagon
several	sound	tag	wall
sew	speak	tail	war
shake	sport	tall	wave
shall	spot	team	wear
sheep	spy	tear	weep
shell	squirrel	telephone	wet
shine	star	tend	wheel
ship	station	tent	which
shoat	steal	terrible	whip
shock	steep	thank	whistle
shop	step	themselves	white
shore	stick	thick	why
short	stiff	though	wide
shout	still	thread	widow
sick	stocking	throw	wife
side	stone	tie	wing
sight	storm	tip	winter
silk	stove	today	without
sink	straight	toe	wonder
size	straw	tomorrow	word
skate	stream	tonight	world
skin	strike	top	worm
sled	string	toy	worth
sleigh	strong	track	wrap
slide	stub	tramp	yard
slip	stumble	trip	yellow
slow	such	trouble	yes
smoke	sudden	turn	yesterday
snake	suit	umbrella	young
soak	summer		

LIST III

344 WORDS

above	afire	arrest	attic
absent	agree	arrow	baggage
accident	already	ash (es)	bale
acorn	angleworm	astonish	balloon
advance	animal	attack	banana
adventure	army	attend	barrel

baseball	cranberry	fasten	interest
bass	crane	fear	jacket
bat	crash	feast	jail
battle	crawl	feather	jewel
bay	creek	fever	joy
beam	cripple	fierce	judge
beat	cruel	fit	keg
beg	cup	flag	key
berry	cupboard	flint	kick
blackboard	cutter	flock	king
blanket	damage	flood	kite
bloom	dandelion	flour	kitten
blot	darling	flow	knapsack
bold	dash	folk	knee
bond	delay	food	lack
bonfire	delight	former	lad
bother	deliver	fort	landlord
breast	desk	forth	lawn
bridle	destroy	forward	lone
brook	diamond	freight	loud
broom	dig	fright	mail
bruise	disappear	furnace	manage
bug	discover	furniture	manual
burglar	disgust	gin	march
canvass	dismiss	graze	market
card	distance	group	match
carpet	dive	growl	mate
cart	divide	guard	maybe
case	dodge	gust	melt
cause	dozen	hale	mend
cement	drag	hammer	mince
change	dragon	hardship	mistress
chase	drown	hatch	mix
chop	dust	hatchet	mound
circle	eagle	haul	muskrat
class	earth	hawk	narrow
clear	easy	heart	nature
clothe	educate	heel	naughty
club	enemy	herd	necktie
coal	engine	herself	nickel
coast	enter	hook	noble
collect	entertain	horn	none
colt	everybody	hose	north
continue	examine	hug	oat
cord	except	ill	occasion
cottage	explore	Indian	offer
cozy	fact	industry	onion
cracker	fair	insect	operate

opposite	raid	society	thunder
order	raisin	soft	ticket
outdoor	ranch	song	tiny
paint	rat	speed	tog
pan	rattle	splendid	touch
pane	remark	spoil	trace
paralyze	ripe	spread	trap
particular	roof	square	treasure
peanut	root	stack	trim
peep	saddle	stain	trousers-
pen	scarce	stalk	trunk
picnic	scare	starch	tunnel
pigeon	screen	starve	unload
pile	screw	stock	usual
pin	scorch	strange	value
pine	seat	study	verse
pink	seed	stuff	violet
playmate	select	sunshine	weak
plenty	sense	surrender	weed
plow	shade	surround	wheat
poison	shape	swallow	where
pond	shoulder	sweater	win
position	shovel	swing	wipe
praise	shut	sword	wire
press	sidewalk	tablet	wise
prince	sign	tack	witch
prison	silver	taste	wither
probable	sit	tease	within
puff	slate	theater	wolf
pump	smell	there	worry
punish	smooth	thimble	wound
purchase	smother	throat	yell

REFERENCE FOR FURTHER READING

REFERENCES FOR FURTHER READING

THE more important books and articles bearing directly on the problems of spelling are listed below. It has not been thought desirable to include in this bibliography the great volume of controversial literature called out by the agitation for "simplified spelling." The general literature dealing with the memory has not been included to any extent, since much of it can not be shown to have any bearing on spelling problems. The brief annotations may possibly be helpful to busy readers.

Abbott, Edwina E.—*On the Analysis of the Memory Consciousness in Orthography. Psychological Review*, Monograph Supplements, Vol. XI, No. 1, pp. 127-158.

Continued experiments with four trained subjects.

Ayres, Leonard P.—*The Spelling Vocabularies of Personal and Business Letters*. Russell Sage Foundation, February, 1913. 14 pp.

The first piece of work on the spelling vocabularies of common people.

Bailey, William B.—*Some College Spelling. Independent*, 67: 345-347.

Errors culled from about five hundred thou-

sand running words of composition by college students. Spelling ability fairly well correlated with general ability.

Baird, J. W.—*The Psychology of Spelling. Bulletin Illinois Association of Teachers of English*, Vol. IV; No. 8.

Holds motor imagery most important for most pupils, as indicated by test of seven hundred children.

Bawden, H. Heath.—*A Study of Lapses. Psychological Review*, Monograph Supplements, Vol. III, No. 4.

Burnham, Wm. H.—*The Hygiene and Psychology of Spelling. Pedagogical Seminary*, 13: 474-501.

Summary of investigation of effect of different methods of presentation and other studies to date.

Carmen, E. Kate.—*The Cause of Chronic Bad Spelling. Journal of Pedagogy*, 13: 86-91.

Bad spelling is attributed largely to lack of habit or ability to observe.

Chancellor, William Estabrook.—*Spelling. Journal of Education*, 71: 488, 517, 545, 573, 607.

Principally important for Mr. Chancellor's list of the one thousand most commonly used words.

Charters, W. W.—*A Spelling "Hospital" in the High School. School Review*, 18: 192-195.

An account of the treatment of poor spellers

in the high school of the University of Missouri.

Cornman, Oliver P.—*Spelling in the Elementary School*. Ginn & Co., 1902, 98 pp.

The chief feature of this monograph is the information it gives regarding the famous Philadelphia experiment in the incidental teaching of spelling.

Eldridge, R. C.—*Six Thousand Common English Words*. Niagara Falls, N. Y., n. d. 64 pp.

A study of the vocabulary of contemporary journalism.

Foster, William T.—*The Spelling of College Students*. *Journal of Educational Psychology*, 2: 211-215.

Classification and discussion of two thousand errors made by college students.

Gregory, B. C.—*The Rationale of Spelling*. *School and Home Education*, 27: 84-92, 123-129.

Experimental study of kinds and causes of error. Plea for more oral spelling.

Henmon, V. A. C.—*The Relation Between Mode of Presentation and Retention*. *Psychological Review*, 19: 79-96.

Hollister, H. A.—*The Passing of the Spelling-Book*. *School and Home Education*, 30: 64-68, 97-101.

(1) A history of the rise and decline of the spelling-book.

[2] A description of an experiment in incidental teaching.

Kline, Linus W.—*A Study in the Psychology of Spelling. Journal of Educational Psychology*, 3: 381-406.

A study of the relation of types of imagery to effective presentation in spelling.

Kratz, H. E.—*Studies and Observations in the Schoolroom*. Educational Publishing Company, 1907. See Chapter XI.

Test of different methods of sense presentation on several hundred children. Conclusion highly favorable to visual-auditory-articulatory method.

Pearson, Henry C.—*The Scientific Study of the Teaching of Spelling. Journal of Educational Psychology*, 2: 241-252.

Study of simultaneous versus separate treatment of homonyms.

Rice, J. M.—*The Futility of the Spelling Grind. Forum*, 23: 163-172, 409-419.

Results of test administered to thirty-three thousand children in over twenty cities of the country. Conclusions negative as to efficacy of time and methods. Teacher's personality the crux. Work should be graded and common words stressed.

Sandwich, Richard L.—*Teaching Old-fashioned Spelling in an Up-to-date Way. Bulletin Illi-*

- nois Association of Teachers of English*, Vol. IV, No. 8.
- Scott, Frank W.—*A Spelling Lesson*. *Bulletin Illinois Association of Teachers of English*, Vol. III, No. 8.
- Shaw, Esther E.—*Is Spelling a Failure?* *Educational Review*, 40: 170-182.
- Smiley, W. S.—*A Comparative Study of the Results Obtained in Instruction in the "Single Teacher" Rural Schools and the Graded Town Schools*. *Elementary School Teacher*, 11: 316-322.
- Spindler, F. N.—*Memory Types in Spelling*. *Education*, 28: 175-181.
- Suzzallo, Henry—*The Teaching of Spelling*. *Teachers' College Record*, Vol. XII, No. 5.
Treatment of tendencies in method at the present time. Probably most complete statement of problems up for solution.
- Suzzallo, Henry, and Pearson, Henry Carr—*Comparative Experimental Teaching in Spelling*. *Teachers' College Record*, Vol. XIII, No. 1.
Description of comparative experiments in class-directed study and independent study. Résumé of preceding references (Suzzallo and Pearson).
- Turner, E. A.—*Rule vs. Drill in Teaching Spelling*. *Journal of Educational Psychology*, 3: 460-461.

Wallin, J. E. Wallace—*Has the Drill Become Obsolescent?* *Journal of Educational Psychology*, 1: 200-213.

A plea for spelling drill of a specific sort. Description of the Cleveland (Ohio) plan.

Wallin, J. E. Wallace—*Spelling Efficiency in Relation to Age, Grade and Sex, and the Question of Transfer*. Warwick & York, 1911. 86 pp.

Whipple, Guy Montrose—*The Spelling of University Students*. *Journal of Educational Psychology*, 1: 31-33.

Whipple, Guy Montrose—*Relative Efficiency of Phonetic Alphabets*. Warwick & York, 1911. 52 pp.

"An experimental investigation of the comparative merits of the Webster Key Alphabet and the proposed Key Alphabet submitted to the National Education Association."

Wyckoff, Adelaide E.—*Constitutional Bad Spellers*. *Pedagogical Seminary*, 2: 448-451.

Effort at analysis by psychological tests of traits of a small group of bad spellers.

Journal of Education, 71: 153, 271, 383, 410, gives standard lists of words for first four grades in Milwaukee schools. Plan similar to that of Cleveland.

INDEX

INDEX

- Accessory*, life history of correct spelling of, 69.
ANALOGY, in spelling, 39-41.
Ancient, list showing misspellings of, 25.
Argument, list showing misspellings of, 28.
ATTENTION: dispersion of a cause of errors, 87, 88; to technique in composition, 109, 110.
AUDITORY, types in spelling, 116, 117.
AUTOMATIC: execution of the literal elements, 89; control of the larger units, 90, 91.
AUTOMATISM, relative, 88, 89.
Awful, list showing misspellings of, 28.
AYRES', study of spelling lists, 136, 137, 156-174, 234, 235.
- Benefited*, list showing misspellings of, 29.
Betrayal, list showing misspellings of, 29.
BOOKS, as affecting the need of teaching spelling, 139, 140.
- CAUSES: of errors in spelling, 23-47; need of determining causes, 23-25.
CHANCELLOR, study of spelling lists, 135, 136, 156-174.
CHICAGO FIRE, table showing result of spelling test on words relating to, 77, 78.
CHICAGO TRIBUNE: examination of communications printed in, 245; quotation from, 242.
CHILDREN, words used in compositions by, 255-262.
COLUMN: versus contextual spelling, 74-93; material and subjects of test, 74; difficulties of plan, 74, 75; table showing result of dictation of extract from *Robinson Crusoe*, 76, 77; table showing spellings of words taken from account of the Chicago fire, 77, 78; table summarizing results of tests, 81; two methods of measuring loss by transfer, 81, 82; the conventional conclusion, 82; genuine dynamic spelling, 82; table showing results of original composition test, 83-86; loss in efficiency by transfer, 81, 82, 86, 87; frequency of errors, 81, 82, 86, 87; dispersion of attention a cause of error, 87, 88; relative automatism, 88, 89; automatic execution of the literal elements, 89; oral spelling first, 89, 90; automatic control of larger units, 90, 91; universality of the

COLUMN—*Continued*

principle, 91; lack of transfer unavoidable, 91; column spelling tests given to high-school freshmen, 92; use of words in contextual relation proof of spelling efficiency, 93.

COMMON PEOPLE, needs of in spelling, 137-139.

COMPOSITION: and spelling efficiency, 104-111; words used in composition by children, 255-262. See SPELLING EFFICIENCY AND COMPOSITION.

CONTEXTUAL SPELLING. See COLUMN VERSUS CONTEXTUAL SPELLING.

CORRECTION, method of in experiments, 50, 51.

CORRESPONDENTS, relation of spelling vocabulary of to word lists in spelling-books, 226-229.

CRITICAL POINT: in a word, 34, 35; rules often do not relate to critical points, 35-37; directing attention to the critical point in any word, 46, 47.

CURTAILMENT OF VOCABULARY, reasons for opposition to, 132-134.

DATA: sources and character of, 144-155; account of letter-writers, 145-147; description of spelling-books, 147-149; no consideration of test lists, 149, 150; rules of procedure, 150-154; the arrangement of words, 154, 155; *Standard Dictionary* used in determining eligibility of words, 153.

DECLINING IMPORTANCE, of spelling, 139-142.

Dismayed, list showing misspellings of, 28, 29.

DOUBLING LETTERS, as a source of error, 42, 43.

DYNAMIC SPELLING, genuine, 82.

Encouragement, list showing misspellings of, 27.

ERRORS: sources and causes of, 23-47; need of determining causes, 23-25; compiling lists of misspelled words, 24; sources of error not apparent, 24, 25; table showing varieties of misspelling of *ancient*, 25; *foreign*, 26; *piercing*, 26; *sieve*, 26, 27; *nervous*, 27; *encouragement*, 27; *awful*, 28; *argument*, 28; *dismayed*, 28, 29; *betrayal*, 29; *benefited*, 29; prevalence of chance errors, 30; slips of the pen, 30, 31; treatment of lapses, 32-34; teachers often fail to discriminate lapses from genuine error, 33; critical point in a word, 34, 35; rules often do not relate to critical points, 35-37; analogy in spelling, 39-41; obscure or elided vowels, 41, 42; doubling letters as a source of error, 42, 43; effect of types of rules on errors, 43-45; syllabication as a means of avoiding error, 45, 46; means of directing attention to the criti-

ERRORS—*Continued*

cal point in any word, 46, 47; methods of correction of in test, 50, 51; persistence of certain errors, 54, 55; persistence of initial error, 64; why errors persist, 65-67; errors eliminated one at a time, 70; two methods of measuring loss by transfer, 81, 82; loss in efficiency by transfer, 81, 82, 86, 87; frequency of errors, 81, 82, 86, 87; dispersion as a cause of, 87, 88; showing a pupil his errors, 102, 103; fear of making errors, 114; seeing and hearing mistakes, 115; dominant type of error, 118.

FAMILY LETTERS: as affording accurate data for spelling lists, 138, 139; data regarding authors of family letters, 144-147; word lists derived from, 156-224.

Foreign, list showing misspellings of, 26.

FOREIGN TERMS, used in correspondence, 224.

GRAPHIC, versus oral spelling, 101.

HIGH-SCHOOL STUDENTS: investigation in respect to value of spelling rules used by, 10, 11; experience and training of students tested, 15; column spelling tests given to freshmen, 92; "spelling hospital," 92.

IDEAS, organization of in composition, 108.

IMMEDIATE, versus ultimate values in spelling, 129, 130.

IMPROVEMENT: table showing capacity for improvement, 52; ways in which improvement occurred, 52, 53.

INFREQUENT WORDS, spelling of, 130, 131, 133.

INITIAL MISSPELLING: persistence of, 64; an apparent exception to the rule, 64.

Intelligible, life history of correct spelling of, 68.

INVESTIGATION, purpose of present, 5-8.

LAPSES: treatment of, 32-34; teachers fail to discriminate lapses from genuine error, 33.

LIFE HISTORY: of certain spellings, 48-73; words assigned in experiments, 48, 49; method of presentation and study, 49; methods of recitation, 50; methods of correction, 50, 51; table indicating capacity for improvement shown in experiments, 52; ways in which improvement occurred, 52, 53; power of learning and retaining new words, 53; persistence of certain mistakes, 54, 55; table showing history of spellings through tests, 56-62; table showing tenacity of certain misspellings, 63; persistence of the initial error in spelling, 64; an apparent exception to the rule, 64; why errors per-

LIFE HISTORY—*Continued*

sist, 65, 67; motor habits in spelling, 66; preparation of the spelling lesson, 66-67; life history of *machinist*, 67, 68; *malignity*, 68; *intelligible*, 68; *accessory*, 69; *ostensible*, 69; errors eliminated one at a time, 70; four stages in word mastery, 71; when is a word mastered? 72; mastery more complete in one "modality" than another, 72.

Machinist, life history of correct spelling of, 67, 68.

MAGAZINES, as affecting the need of teaching spelling, 140.

Malignity, life history of correct spelling of, 68.

MASTERY: of a word, 71; when is a word mastered? 72; mastery more complete in one "modality" than another, 72.

MEN: sex differences in spelling vocabularies, 235; words dominant in the letters of, 239, 240.

METHODS: of determining the written vocabulary, 135-143; of directing attention to the critical point in any word, 46, 47; of presentation and study in experiment, 49; methods of recitation, 50; methods of correction, 50, 51; of presentation, 94-103.

"MODALITY," mastery of a word more complete in one "modality" than in another, 72.

MOTOR HABITS, in spelling, 66.

Nervous, list showing misspellings of, 27.

NEWSPAPERS: investigation of lists of words used in, 135; as affecting the need of teaching spelling, 139, 140.

NEW WORDS, pupil's ability to learn and retain, 53.

ORAL, versus graphic spelling, 101.

Ostensible, life history of correct spelling of, 69.

Piercing, list showing misspellings of, 26.

POST-CARD, as influencing the need of teaching spelling, 141, 142.

PREPARATION, of the spelling lesson, 66, 67.

PRESENTATION: methods of, 94-103; variance of opinions concerning, 94, 95; plan of investigation of, 95; four types of, 96; table showing results of test in two types of, 97; comparison of methods of, 98-100; oral versus graphic, 101; advantages of each method of, 101; showing a pupil his error, 102, 103.

PRESENT-DAY SPELLING: wide-spread criticism of the teaching of, 1-3; various explanations offered for de-

PRESENT-DAY SPELLING—*Continued*

iciency in, 1; the layman's view of method of teaching, 2; conflicting opinions respecting methods and results, 3, 4; the layman's remedy, 3.

PROPER NAMES: in correspondence, 219-223; in spelling needs, 253.

PURE TYPES, never found as regards mode of spelling, 117.

READING, in relation to learning to spell, 112-114.

REASONING, as involved in spelling, 115.

RECITATION, method of in experiments, 50.

ROBINSON CRUSOE, table showing result of dictation from, 76, 77.

RULES FOR SPELLING: value of, 10-22; lack of agreement regarding use of in modern texts, 10, 11; examples of rules found in spelling texts, 10; investigations of university and high-school students in respect to value of rules, 10, 11; word list used to test value of spelling rules, 11-13; experience and training of students tested, 13, 14; three classes of people in respect to the use of rules, 16; conscious versus unconscious use of a rule, 16, 17; table showing observance of rules, 17; function of ie-ei rule, 18; value of rule on final e, 18, 19; value of rule on final y, 19; value of rule for final ie, 20; students' attitude toward rules, 21, 22; effects of types of rules on errors, 43-45.

SCOPE, of present investigation, 5-7.

Sieve, list showing misspellings of, 26, 27.

SPECIAL FACTORS: in spelling, 112-121; learning to read in relation to learning to spell, 112-114; fear of making errors, 114; seeing and hearing mistakes, 115; reasoning out a spelling, 115; auditory and visual types, 116; no pure types, 117; dominant type of error, 118; syllabication as an aid, 118, 119; traits that make good spellers, 119-121.

SPELLING: present-day interest in, 1, 2; differences of opinion regarding the teaching of, 2; the layman's remedy for apparent deficiency in, 3; hard and uninteresting for pupils, 4; spelling vocabulary, 7-9. See PRESENT-DAY SPELLING; VOCABULARY; RULES FOR SPELLING; ERRORS—SOURCES AND CAUSES OF; LIFE HISTORY OF SPELLING; METHODS OF PRESENTATION; SPELLING NEEDS; WRITTEN VOCABULARY.

SPELLING ABILITY: See SPELLING; SPELLING NEEDS; LIFE HISTORY OF SPELLINGS; WRITTEN VOCABULARY.

SPELLING CONSCIENCE, 108, 109.

- SPELLING EFFICIENCY:** and composition, 104-111; plan of tests, 104; the data gathered, 105-108; table showing amount of composition versus breadth of vocabulary, 106; table showing amount of composition versus breadth of vocabulary in relation to lapses and misspellings, 107; organization of ideas, 108; spelling conscience, 108, 109; attention to technique, 109, 110; rapidity of writing, 110; summary of results, 110, 111.
- "SPELLING HOSPITAL,"** for defective spellers in the high school, 92.
- SPELLING NEEDS:** popular views of, 125-134; present theory and practise, 125-127; number of words a child should be able to spell when he finishes the eighth grade, 126, 127; purpose of spelling, 127-129; the writing vocabulary in relation to the oral and reading vocabulary, 128, 129; immediate versus ultimate values in spelling, 129, 130; spelling of infrequent words, 130, 131, 133; pruning word lists, 131, 132; reasons for opposition to curtailment of vocabulary, 132-134.
- SPELLING VOCABULARY:** 7-9; methods of determining, 135-143; investigation of lists in newspapers, 135; Chancellor's work, 135, 136; Ayres' study of spelling vocabularies, 136, 137; the needs of the "common people," 137-139; family letters as affording accurate data, 138, 139; declining importance of spelling vocabulary, 139-142; decline due to newspapers, magazines and books, 139, 140; influence of telegraph and telephone, 140; influence of increase in travel, 140; women as letter-writers, 141; spelling as an art for the stenographer, 141; the influence of the post-card, 141, 142; no danger of hampering the child, 142, 143; vocabularies of spelling-books, 225, 226; individual writing vocabularies, 230-234; of thirteen persons as revealed by successive thousands of running words of correspondence, 234, 235; sex differences in spelling vocabulary, 235; words dominant in letters of women, 236, 237; words dominant in letters of men, 239, 240; the words that do the work, 243-245.
- STANDARD DICTIONARY,** used in determining eligibility of words, 153.
- STENOGRAPHER,** as particularly in need of spelling, 141.
- SYLLABICATION:** as a means of avoiding error, 45, 46; as an aid in spelling, 118, 119.
- TABLES:** showing observance of rules, 17; showing varieties of misspelling of *ancient*, 25; *foreign*, 26; *piercing*, 26; *sieve*, 26, 27; *nervous*, 27; *encouragement*, 27; *awful*, 28; *argument*, 28; *dismayed*, 28, 29; *betrayal*, 29; *bene-*

TABLES—*Continued*

fited, 29; indicating capacity for improvement shown in experiment, 52; showing history of spellings through tests, 56-62; showing tenacity of certain misspellings, 63; showing result of dictation of extract from *Robinson Crusoe*, 76, 77; showing spellings of words taken from account of Chicago fire, 77, 78; summarizing results of tests, 81; showing results of original composition test, 83-86; showing two types of presentation, 97.

TECHNIQUE, attention to in composition, 109, 110.

TELEGRAPH, as affecting the need of teaching spelling, 140.

TELEPHONE, as influencing the need of teaching spelling, 140.

TEXTS: lack of agreement regarding use of rules in, 10, 11; examples of rules found in spelling texts, 10; data regarding, 147-149; and spelling needs, 225-245; vocabularies in spelling-books, 225, 226; relation of vocabularies of spelling-books and of correspondents, 226-229; limitations of any spelling-book, 229, 230; words found in none of the spelling-books, 229; individual writing vocabularies, 230-234; vocabularies of thirteen persons as revealed by successive thousands of running words of correspondence, 232; vocabularies in family and other correspondence, 234, 235; sex differences in spelling vocabulary, 235; list showing words dominant in letters of women, 236-239; words dominant in letters of men, 239, 240; summary of sex interest, 240, 241; relation of time economy to spelling needs, 241-243; the words that do the work, 243-245. See SPELLING NEEDS.

TIME ECONOMY, relation of to spelling needs, 241-243.

TRAITS, that make good spellers, 119-121.

TRAVEL, increase of as influencing need of teaching spelling, 140.

UNIVERSITY STUDENTS: investigation of regarding value of spelling rules, 10, 11; experience and training of students tested, 13, 14.

VISUAL, and auditory types, 116, 117.

VOWELS, obscure or elided, 41, 42.

WOMEN: as performing most of the work in family letter-writing, 141; sex differences in spelling vocabulary, 235; words dominant in letters of women, 236, 237.

WORD LISTS: used to test value of spelling rules, 11-13; investigations of lists in newspapers, 135; pruning word lists, 131, 132; derived from correspondence, 156-224; method of classifying, 156, 157; words used by all cor-

WORD LISTS—*Continued*

respondents, 157-161; words used by a majority of correspondents, 161-173; words used by less than a majority of the correspondents, 173-219; character of words used by one writer only, 219; proper names in the correspondence, 219-223; tabulation of foreign terms, 224; vocabularies of thirteen persons as revealed by successive thousands running words of correspondence, 232; words dominant in letters of women, 236-239; words dominant in letters of men, 239, 240; words used in compositions of children, 255-262.

WRITTEN VOCABULARY, methods of determining, 135-143. See SPELLING VOCABULARY.

The Childhood and Youth Series

THE Childhood and Youth Series is the first systematic attempt to give to parents, teachers, social workers and all others interested in the care and training of the young, the best modern knowledge about children in a manner easily understood and thoroughly interesting. The various volumes present in popular style the results of research in every phase of child-life, every topic being handled with strict scientific accuracy, but at the same time in a simple, concrete and practical way.

Special emphasis is laid on the everyday problems arising in the activities of the home and school, the street and places of work and amusement. Each subject is discussed by a prominent authority, competent to deal with it alike in its scientific and practical aspects. It has been constantly borne in mind by the author of each volume that the Childhood and Youth Series is intended primarily as a guide for parents and teachers.

Much of the literature that we have had in the past dealing with such subjects has had no popular appeal or application. It has been dry, technical and unintelligible for the average mother—uninteresting to her, at least. The Childhood and Youth Series, however, is not academic in any respect; it is intimate and confidential, the authors taking the attitude of friends and advisers and their style having all the characteristics of convincing heart-to-heart talks. If they are always scientific, they are also always sympathetic.

In the general field of the child's welfare and progress in mind, body and emotions, the practical results of the latest scientific study are set forth in clear and graphic form.

Questions of many and widely varying kinds are considered—questions which come up every day in the home and in the school and which parents and teachers find it difficult to answer. The problems of food, nutrition, hygiene, physical defects and

The Childhood and Youth Series

deficiencies, nerves and nervous energy, sleep, stimulants and narcotics, etc., receive careful treatment. The intellectual phases are considered in other volumes, devoted to perception, memory, reason and the imagination. Such emotions as fear, anger, pride, shame and the like are adequately treated.

In matters that have to do with the child's moral and social well-being, all the latest theories are tested and explained. The causes and prevention of juvenile delinquency receive fullest consideration.

All the aspects of a rational education based on the nature and needs of childhood claim attention here.

The various types of schools, the various methods of teaching particular subjects, the relation between work and play, learning and doing, the school and the community, are discussed for the benefit of parents and teachers.

Another group of volumes deals with special traits of childhood and youth,—their reading and dramatic interests, clothes and personal appearance, the use of money, etc.

The entire series is under the general editorship of Dr. M. V. O'Shea, Professor of Education, University of Wisconsin, and probably the best and widest known authority on educational subjects in America.

Every book in the Childhood and Youth Series is of value to the parent who wishes the best for his child and to the teacher who is seeking higher efficiency.

The Bobbs-Merrill Company

Publishers, Indianapolis

THE best-developed child in America, Winifred Sackville Stoner, Jr., could speak several languages and wrote for newspapers and magazines at the age of five, and yet retained all of the characteristics of a healthy, playful child.

At the age of nine she passed the college entrance examinations, and now at twelve, she has mastered eight languages, has written nine books, is a teacher of Esperanto, an accomplished musician, and is stronger physically than the average child of her age.

She is not a GENIUS nor a WONDER CHILD, but simply a NORMAL CHILD WELL DEVELOPED through a system of NATURAL EDUCATION invented by her mother, Mrs. Winifred Sackville Stoner, from whom she has received her training.

Any mother can do for her child what Mrs. Stoner has done for her daughter, if she employs Mrs. Stoner's methods.

Any mother can learn Mrs. Stoner's system from her book, in which she analyzes, outlines and describes her entire plan as carried out during the education of her daughter from the cradle to her tenth year.

Natural Education

By WINIFRED SACKVILLE STONER

Director-General Women's International Health League

is a book which every parent should read and study as one of the first duties of devoted and successful parenthood.

Like all the books in the famous Childhood and Youth Series, Natural Education is provided with a special introduction by the general editor, Dr. M. V. O'Shea, of the Department of Education in the University of Wisconsin, an analytical table of contents, carefully selected lists of books and magazines for reference, further reading and study, and a full index.

12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company

Publishers, Indianapolis

THE "teen age" is the critical age. Boys and girls cause parents and teachers more anxiety between thirteen and twenty than at any other time. That is the period of adolescence—the formative stage, the high-school age, the turning point when futures are moulded.

It is, at the same time, the period at which the boy and the girl are most baffling and difficult to handle; when an ounce of diplomacy can accomplish more with them than a pound of dictum.

As a specialist and an authority, Professor Irving King has prepared a veritable handbook on parental and pedagogical diplomacy which will ease the way of parents and teachers in dealing with children during the formative period and lead to far better results. He devotes special attention to the question of co-education and the question of handling mature, maturing and immature children of the same age. He clears up the problems so confusing to the adult mind and offers helpful suggestions.

The physical changes which take place during the early adolescent age; the intellectual and emotional developments which parallel them; and questions of health and school work as well as practical matters pertaining to the conservation of the energy and efficiency of high-school pupils are given full consideration in

The High-School Age

By **IRVING KING**

Assistant Professor of Education, University of Iowa; author of *Psychology of Child Development*, Etc.

No parent or teacher can read this work without feeling a keener appreciation of the vital period in the child's life and without being assisted to a better understanding of how to deal most wisely with the boy or girl who is passing rapidly from childhood to maturity.

THE HIGH-SCHOOL AGE is one of the books in the **CHILDHOOD AND YOUTH SERIES**, undoubtedly the most important collection of practical educational works for parents and teachers ever produced in this country. As a guide for the home or school it is unexcelled.

12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company

Publishers, Indianapolis

GET in tune with childhood. Take the children's point of view. Find how work and play may be united in their lives in happiest and most effectual combination. See how the monotony of the daily "grind" may be broken and lively, wholesome, compelling interest be aroused in home study, school work and tasks of the day.

Successful learning depends on successful teaching. The romantic spirit of youth revolts against constraint, and the teacher, be he parent or pedagogue, can succeed in educating the child only by establishing between himself and his pupil, the proper sympathetic relation.

Edgar James Swift, Professor of Psychology and Education, Washington University, St. Louis; after years of extended experiment, has learned ways and means of accomplishing this and has collected a vast amount of valuable information concerning methods of turning to educational advantage the adventurous overflow of youthful energy.

He shows how home and school studies may take on a vital relation to the actual daily life of children and how enthusiasm for their work may be inculcated in the young. All this is told, in a manner to quicken the interest of parents and teachers, in

Learning and Doing

By EDGAR JAMES SWIFT

Author of *Mind in the Making*, Etc.

Make the child as happy in his work as he is in his play by finding how you can appeal to his individual interests, tendencies and intellectual traits, and how the learner may be taught with the least resistance and greatest efficiency.

This is precisely the book for every parent and teacher who wants to make study a pastime and not a drudgery. It is included in the **CHILDHOOD AND YOUTH SERIES**, the important new collection of books for parents and teachers.

12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company
Publishers, Indianapolis

AUTHORS OF BOOKS IN THE CHILDHOOD AND YOUTH SERIES

SARAH LOUISE ARNOLD

Dean of Simmons College, Boston; author of *Waymarks for Teachers*, *Stepping Stones to Literature*, Etc.

J. CARLETON BELL

Professor of the Art of Teaching, University of Texas; Managing Editor, *The Journal of Educational Psychology*.

FREDERICK ELMER BOLTON

Dean, School of Education, University of Washington; author of *The Secondary School System of Germany*, Etc.

MARY MARTHA BUNNELL

Instructor in Home Economics, University of Wisconsin.

C. WARD CRAMPTON

Director of Physical Education, New York City Public Schools, author of *Physiological Age*.

JESSE B. DAVIS

Principal of Central High School, and Vocational Director, Grand Rapids; author of *Vocational and Moral Guidance*.

JASPER NEWTON DEAHL

Professor of Education, West Virginia University.

J. CLAUDE ELSOM

Assistant Professor of Physical Education, The University of Wisconsin.

J. J. FINDLAY

Professor of Education, University of Manchester, England; author of *Arnold of Rugby*, *The School*, Etc., Etc.

ARNOLD L. GESELL

Department of Education, Yale University; author of *The Normal Child*, *Primary Education*.

MICHAEL F. GUYER

Professor of Zoology, The University of Wisconsin; author of *Animal Micrology*.

COLONEL L. R. GIGNILLIAT

Superintendent The Culver Military Academy, Culver, Ind.

WILLIAM HEALY

Director Juvenile Psychopathic Institute, Chicago; Associate Professor of Nervous and Mental Diseases, Chicago Policlinic; Instructor Harvard Summer School.

W. H. HECK

Professor of Education, University of Virginia; author of *Mental Discipline and Educational Values*, Etc.

The Bobbs-Merrill Company

Publishers, Indianapolis

AUTHORS OF BOOKS IN THE CHILDHOOD AND YOUTH SERIES

FLORENCE HOLBROOK

Principal of the Forestville School, Chicago; author of *Round the Year in Myth and Song*, *Studies in Poetry*, Etc.

DAVID STARR JORDAN

Chancellor of Stanford University; author of *Care and Culture of Men*, *Footnotes to Evolution*, Etc., Etc.

C. A. McMURRY

Director of Normal Training, Superintendent of Schools, DeKalb, Illinois; author of *A Series of General and Special Methods in School Work*.

JUNIUS L. MERIAM

Professor of School Supervision, University of Missouri; author of *Normal School Education*, Etc.

JAMES T. NOE

Professor of Education, University of Kentucky.

RAYMOND RIORDON

Director of the Raymond Riordon School, on Chodikee Lake, N. Y.; author of *Lincoln Memorial School—A New Idea in Industrial Education*, Etc.

WALTER SARGENT

Professor of Art Education, University of Chicago; author of *Fine and Industrial Arts in the Elementary Schools*.

FRANK CHAPMAN SHARP

Professor of Philosophy, The University of Wisconsin; author of *Shakespeare's Portrayal of the Moral Life*, Etc.

ALFRED E. STEARNS

Principal of Phillips Academy, Andover, Mass.; author of various articles in the *Atlantic Monthly*, *Outlook*, Etc.

WINTHROP ELLSWORTH STONE

President Purdue University; Member of the Indiana State Board of Education.

THOMAS A. STOREY

Professor of Hygiene, College of the City of New York, Secretary Fourth International Congress on School Hygiene.

M. H. STUART

Principal Manual Training High School, Indianapolis.

BLANCHE M. TRILLING

Director of Women's Gymnasium, The University of Wisconsin.

GUY MONTROSE WHIPPLE

Assistant Professor of Educational Psychology, Cornell University; author of *Questions in Psychology*, Etc.

The Bobbs-Merrill Company
Publishers, Indianapolis

The Childhood and Youth Series

NATURAL EDUCATION

Mrs. Stoner explains the methods by which she made her daughter "the best developed child in America" mentally, morally and physically; the simple yet astonishing methods which make for the health, happiness and wisdom of any normal child.

By MRS. WINIFRED SACKVILLE STONER
Director-General Women's International Health League

LEARNING AND DOING

The way to learn how to run an automobile is by running it. Professor Swift shows how this practical principle may be applied to history, literature and language-study. A book that breaks up monotony in teaching, stirs enthusiasm, makes the parent and teacher see the child's point of view.

By EDGAR JAMES SWIFT
Professor of Psychology and Education, Washington University; author of *Mind in the Making*, Etc.

THE CHILD AND HIS SPELLING

Can your child spell? Business and professional men think the children of this generation poor spellers. What's the trouble with the way spelling is taught at home and in school? The authors of this book make a simple but scientific analysis of the whole question.

By WILLIAM A. COOK
Assistant Professor of Education, University of Colorado; and
M. V. O'SHEA
Professor of Education, University of Wisconsin

THE HIGH-SCHOOL AGE

The "teen age" is the critical age, the dangerous age of adolescence, when the future of the child's life is largely determined and the bending of the twig inclines the tree. Professor King here shows parent and teacher how to solve the difficult and all-important problems of this crisis.

By IRVING KING
Professor of Education, University of Iowa; author of
Psychology of Child Development, Etc.

Each volume with Special Introduction by the General Editor, M. V. O'Shea, Analytical Table of Contents, Carefully Selected Lists of Books for Reference, Further Reading and Study, and a Full Index.

Each, 12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company
Publishers, Indianapolis

The Childhood and Youth Series

THE WAYWARD CHILD

A practical treatment of the causes of juvenile delinquency and methods of its prevention, by one who has extensive experience in dealing with the young.

By **MRS. FREDERIC SCHOFF**

President National Congress of Mothers and Parent-Teacher Association; President Philadelphia Juvenile Court and Probation Association; Collaborator, Home Education Division, Bureau of Education

FEAR

A comprehensive, concrete discussion of (1) psychology of fear; (2) varieties of fears found normally in childhood and youth; (3) ways in which fears are expressed and their effects; (4) treatment of fear in home and school.

By **G. STANLEY HALL**

President Clark University, Worcester, Mass.; author of Adolescence, Educational Problems, Etc.

SELF-HELP

Practical aid to parents and teachers in teaching children to do things for themselves, written by a mother, teacher and keen student of Madame Montessori, Froebel, Pestalozzi, et al.

By **DOROTHY CANFIELD FISHER**

Author of A Montessori Mother, English Composition of Rhetoric. Etc.

THE USE OF MONEY

How to train the young to appreciate (1) what money represents in labor and privilege; (2) how it may best be expended.

By **E. A. KIRKPATRICK**

Head of Department of Psychology and Child-Study, State Normal School, Fitchburg, Mass.; author of Fundamentals of Child-Study, The Individual in the Making, Etc.

THE BACKWARD CHILD

A volume dealing with the causes of backwardness among children and also the technique of determining when a child is backward, and practical methods of treating him.

By **ARTHUR HOLMES**

Dean of the General Faculty, Pennsylvania State College; author of The Conservation of the Child, Etc.

Each Volume With Special Introduction By the General Editor, M. V. O'Shea, Analytical Table of Contents, Carefully Selected Lists of Books for Reference, Further Reading and Study, and a Full Index.

Each, 12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company
Publishers. Indianapolis

A HUNDRED thousand American mothers venerate the name of Mrs. Frederic Schoff (Hannah Kent Schoff). She has dedicated her life to the work of making the new generation better, stronger and more efficient, and has been an inspiration to every woman in the land to do her full part to insure the future of America.

Through her leadership of the National Congress of Mothers and Parent-Teacher Associations, she is the presiding genius of the greatest educational movement this country has known.

As President of the Philadelphia Juvenile Court and Probation Association, she has had an opportunity to study the wayward children of a great city. She has carried on extensive investigations among men and women confined in prisons and correctional institutions to learn from them at first hand to what they attribute their downfall.

By this broad experience she is qualified to speak with unique authority on the training of children in the home, and especially on the problem of the wayward child.

She makes a forceful appeal to parents both because of their natural desire to guard their children from all harmful influences and because they realize that home training, which comes first of all in every child's life, moulds his morality. If any parent doubts this, he needs more than ever to study

The Wayward Child

By HANNAH KENT SCHOFF

President National Congress of Mothers and Parent-Teacher Associations;
President Philadelphia Juvenile Court and Probation Association

She shows beyond all doubt that the early training in the home can make or unmake characters at will, that homes in which children have been brought up carelessly or inefficiently are largely responsible for the wayward children who later make up our criminal population.

THE WAYWARD CHILD is one of the books in the CHILDHOOD AND YOUTH SERIES, undoubtedly the most important collections of practical educational works for parents and teachers ever produced in this country. As a guide for the home or school it is unexcelled.

12mo, Cloth, One Dollar Net

IF YOUR CHILD grows up to be a spendthrift blame yourself. It is the fault of the training received in childhood, or the lack of it.

But parents are hard pressed for ways and means of teaching their children how to use money—how to save it, and how to spend it.

Should a child have a regular allowance? Should he be given money when he asks for it or only when he really needs it? Should he be given money as a reward or as a payment for services? Should he be allowed to work for money at an early age?

Professor E. A. Kirkpatrick has made a special study of children to learn their attitude toward money in the home and the world outside. He has carried on investigations to determine their natural inclinations and decide how parents may encourage the right inclinations and curb those which lead to the unhappy extremes in the use of money—miserliness or prodigality.

The Use of Money

By E. A. KIRKPATRICK

State Normal School, Fitchburg, Mass.; author of *Fundamentals of Child Study*, *The Individual in the Making*, etc,

It offers sound advice, which any parent will be fortunate to obtain. It tells when the child should begin to learn the real value of money and how to dispose of it properly, and suggests methods by which this training may be given. It clears the mind of all doubt as to how to induce thrift in the child, so that in later life he will be better equipped, not only for business, but in the conduct of the household and private affairs.

THE USE OF MONEY, like all the other books in the famous *Childhood and Youth Series*, is designed to be of immediate, practical benefit to the average parent, guardian or teacher.

12mo, Cloth, One Dollar Net

